DOCUMENT RESUME

ED 279 201 FL 016 514

TITLE	ESPMENA Bulletin. Nos. 21 and 22, 1986.
INSTITUTION	Khartoum Univ. (Sudan).
PUB DATE	86
NOTE	88p.; Small light print may not reproduce clearly.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	ESPMENA Bulletin; n21 Jan 1986 n22 Aug 1986
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Education; Book Reviews; Classroom Techniques; Correlation; *Developing Nations; Educational Strategies; *English (Second Language); *English for Special Purposes; Foreign Countries; *Instructional Materials; *Interlanguage; *Language Tests; Legal Education (Professions); Material Development; Science Instruction; Sciences; Second Language Instruction
IDENTIFIERS	Sudan

ABSTRACT

The January and August, 1986, issues of the Bulletin of English for Special Purposes in the Middle East and North Africa (ESPMENA) include articles on instructional topics, techniques, and materials; book reviews; and professional notices and reports. "Some Comments on the Science Content of ESP" (E. Arnold) looks at scientists' opinions of the validity of science content in courses in English for scientific purposes. "Students' Reading Problems" (Diana Adams Smith) attempts to show that reading problems depend on the student's level, motivation, and needs, and the type of text. It focuses on two particular groups: secondary school girls and Allied Health students. "Law Cases as Input to EALP Materials" (Angele Tadros) discusses the use of court cases in a course on academic legal English. "LSP and Interlanguage: Interlanguage and LSP" (Larry Selinker) examines the interrelationship of interlanguage and instruction in languages for specific purposes, and the need for further research on that link. "Negotiating the ELTS Obstacle" (Peter Foster) examines the rationale and principles underlying the design of materials intended to help Sudanese learners pass the British Council's ELTS test battery and to develop skills for further education outside the Sudan. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NO. 21 JAN. 1986

ED279201

espmena bulletin

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.N. Crofts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL016514

english for special purposes in the middle east & north africa

ESPMENA Bulletin is normally published twice a year. Deadlines for the receipt of contributions and advertising copy are:

15th March 15th October

Contributions and correspondence on all matters connected with languages for special purposes are welcome especially those related to the Middle East and North Africa. In particular readers are urged to send us news of all relevant research and materials development projects, new courses and events such as conferences and workshops. Suggestions for new features and other improvements to the Bulletin will be appreciated. Publishers are requested to send review copies of ESP textbooks and other books especially relevant to ESP.

Contributors are asked to note that, in view of our policy of publishing with the minimum delay, and of the time normally required for an exchange of correspondence, we reserve the right to excerpt, condense and make minor alterations to contributions unless they are clearly marked as not to be altered; in the latter case permission will be sought for any changes.

ESPMENA Bulletin hereby gives permission to reprint material in this issue not attributed to any other published source, provided the author's consent is obtained. Credit to ESPMENA and the author should be given, and two copies of the publication in which the material appears should be sent to the editors.

SUBSCRIPTIONS AND BACK NUMBERS

One year's issues sent by airmail: £Stg4.00 or $US8.00. Payment should be made by hard currency cheque or International Money Order and should be made payable to ESPMENA Bulletin.

Subscribers in the Sudan are requested to make their payment by local currency - LS8.00 to Angele Aziz Tadros.

Issues from No.10 onwards are available on microfiche from ERIC Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Va. 22209 USA.

Copies of earlier issues are available from the Editors at a cost of £Stg1.50 or $US3.00 or LS3.00, sent by airmail. Hard currency cheques or International Money Orders should be sent with orders and made payable to ESPMENA Bulletin.

A D V E R T I S I N G

Advertising copy should preferably be camera-ready. The current normal rates are:

full page (18 x 14)	:	£Stg75/$150
half page (8 x 14)	:	£Stg40/$ 80

Reduced rates are available for advertisers who book space in three consecutive issues in advance.

C O N T E N T S

ANNOUNCEMENTS Page 1

1. ARTICLE 1

'Some Comments on the Science Content of ESP'
E. Arnold.

2. TEACHING AND LEARNING MATERIALS 10

a) 'Students' Reading Problems'
Diana Adams Smith

b) 'Law Cases as Input to EALP Materials'
Angele Tadros

3. REVIEWS 34

a) Cotton, David and Anne McGrath, *Terms of Trade*
(Peter Bint)

b) Williams, Ray, Rabindranath Ray, and John Swales
Communication in English for Technical Students
(Andreas Lambrou)

4. SHORT NOTICES 41

a) Items Received

b) Conference Report

c) ESP News

****

Editors Peter Bint English Language Unit(PELU)
Khartoum Polytechnic

Angele Tadros English Language Servicing Unit(ELSU)
Faculty of Arts
University of Khartoum
P.O. Box 321, Khartoum, The Sudan

Published by the English Language Servicing Unit, Faculty of Arts, University of Khartoum.

ANNOUNCEMENTS

1. Steve Andrews, a co-editor of ESPMENA, has written to say that he has taken up an appointment as English Language Advisor at the Institute of Foreign Affairs, Bangkok, and that he feels he will no longer be able to play a very active role from such a distance.

Steve began his association with ESPMENA in 1982 whilst he was working in Khartoum as English Language Advisor to Khartoum Polytechnic and he continued to give his assistance when he returned to the Centre for Applied Language Studies at Reading University in 1984.

We would like to take this opportunity to thank Steve for his valuable contribution to the development of ESPMENA and we very much hope he will continue to give his support and advice from Thailand, although, as he points out, it is not really ESPMENA territory!

2. We are sorry to announce that ESPMENA is starting its second decade without Gillian Hashim, who has been secretary since its inception. She is away on leave in England for an indefinite period. We wish her good luck and hope to see her again soon.

1. ARTICLE

Some Comments on the Science Content of ESP

E. Arnold, Oman Technical Industrial College, P.O. Box 6845, Ruwi, Sultanate of Oman.

Needs analysis and syllabus design, materials production, testing, and classroom methodology are all discussed frequently in EFL/ESP journals, and are found on most Applied Linguistics and TEFL courses. The content (in terms of the concepts presented) is discussed much less.

This article attempts to relate the 'science content' of ESP lessons to scientists' judgements of the validity of this content as science. In order to do this, tape recordings of English lessons were played to the specialists of the subject concerned. A common ESP textbook was also evaluated as regards the presentation of the topic of "Properties of Materials".

Recordings of ESP lessons

I had quite often felt uneasy at the science content of some of my lessons. I felt I did not really understand some of the concepts I was making statements about in the class. This feeling was enhanced by students occasionally commenting that they were being taught something different in their science lessons. This feeling

of uneasiness came to a head accidentally. A friend - a native English speaker with a lot of experience in teaching engineering - visited one of my lessons. He commented afterwards in passing that some of the things I had said surprised and dismayed him. He referred particularly to my saying "it breaks because it is brittle" as I dropped a piece of chalk, and "it stretches because it is elastic" whilst stretching a piece of elastic. (The parallel of this complaint with the complaint of ESP teachers that the science teacher's handouts, and the way s/he speaks to the students, shows a lack of adequate language control, must be remarked upon). My friend explained what he meant by elasticity and brittleness. He thought my "explanation" might not have been so bad but (a) my students were studying to be engineers and (b) he and I were teaching the same group of students different things. I might add that these were preparatory students, not in any sense specialists at that time. One would expect that, as the level of scientific concepts gets higher, the problems of the science content of ESP would get more acute. I might also add that not only had I not known some of the terms properly, like "brittle", but in some cases I had been completely unaware of my own ignorance e.g. that there was a layman's and an engineer's usage of "elasticity".

Since this time, I have made recordings of both my own and my colleagues' lessons (actually because of an interest in so-called foreigner talk and teacher talk) and, recently, I have asked various scientists to listen to them.

My informants were two engineering lecturers, and two science teachers. For the most part they were working in the institution where the lesson was taped, indeed sometimes teaching the class which was recorded. They are all well qualified and all native speakers of English. They have an average of 12 years teaching experience each, about half in FL situations. Generally they were unhappy with some of the statements made or examples used. Some of the examples introduced into the lessons were scientifically-speaking imprecise (or just plain wrong!) and usually relying upon layman's notions of terms, or half remembered secondary school teaching. I cannot claim that there was a lot of things that really upset my informants (less than one per lesson - I could have chosen my recordings more carefully to increase this number e.g. by recording lessons on troublesome topics, but in fact the teachers selected the lessons which were recorded for themselves. Nor can I claim that my data base is large (16 hours of tape recorded lessons, and 2 hours of video recorded lessons, mostly at beginner level, none at advanced level), but I am sure that many of my colleagues are still completely unaware of the problem.

I shall not go into too much detail of actual inaccuracies but cite a couple of examples:

Example 1

Teacher "The bark is tough brown skin ... It's very thick. It's always hard. It's outside ...er... next to the xylem".

The comment of my science colleagues on this was that it was inaccurate as regards the position of the xylem, and not all bark is hard and thick and can be compared with skin.

Example 2

Teacher "It's a cube".
Student "What shape"?
Teacher "... cube? ...er ... cubic. Yes, that's it! Cubic".

The problem with this statement was slightly different. Although 'cubic' can be used in this meaning, the science teacher I spoke to, who taught these students, wanted the students to use 'cuboid' for the shape and 'cubic' for the adjective qualifying terms like millimetre(mm^3). Here the conflict is pedagogic rather than factual/conceptual.

Much more interesting than the citing of one-off examples is the more general lessons that can be learned from all this.

The Problems of ESP Teachers

It occurred to me while I was listening to the tapes that whereas some of the errors were unplanned, some were planned beforehand, in that the teacher was being faithful to one or other textbook or course-book. The unplanned verbalisations usually took the form of asides, which were intended to clarify a particular point on them, were in response to questions by students, some of the latter leading the teachers into deeper and deeper trouble. There are longer examples on the tape than those above, usually where the teacher gets tangled up in his/her own definitions or explanations. Pauses tend to become longer and more frequent at such times, and sentences are not finished or are finished with "or whatever" or "and so on". Very few teachers say "ask the science teacher" at any stage. My own feeling when listening to the tapes is that the teachers are for the most part aware that they are in trouble, but seem unable to get out of it without some kind of explanation. It also occurs to me that this may be the consequence of teaching students who expect the teacher to always know all the answers. Many of my scientist informants, when listening to the tapes, also commented on the lack of precision in the use of scientific and quasi-scientific jargon(cf. Barnes and Barnes 1981).

What some of the comments have done is to isolate some real problem areas e.g. where there is a layman's understanding of a term and a specialist's, but where the layman is unlikely to have heard of the specialist's meaning(of 'brittle' mentioned earlier).

Also, some "topics" are more problematic than others e.g. use of the terms mass and weight, use of non SI units by ESP teachers, properties of materials in general, teaching of spatial relations, use of outdated terms e.g. per sec per sec. Not all of these will be problems for all ESP teachers, of course, because it will depend partly on the students' purpose of study, the specialist subject lecturer's own use, and the ESP teacher's own experience, but, by recording lessons and playing them to subject specialists, it may

be possible to isolate a large range of potential trouble-spots. ESP teachers' "explanations" of all sorts seem to be fraught with danger. It is extremely difficult for a non-specialist to know which level to pitch his explanation at. Again there is a parallel with the problem of language control. The specialist lecturer may not be able to pitch his language at the right level for the students, just as the ESP teacher may not know which level of science is appropriate. But crucially, whereas experience, training and sensitivity may enable the science teacher to pitch his language at an appropriate level, it is unclear to me how the ESP teacher can decide upon the correct conceptual level of science content, except, of course, to ask the science teacher.

An Example from a Textbook

I include page 94 of *A First Course in Technical English* (FCTE - Beardwood 1978) and some comments by specialists on the science content of the page. I have done this (a) because teachers find it easier to distance themselves from recordings of what other teachers do in the classroom (even of what they themselves do) than from printed material they might have used, and (b) because "properties of materials" is an area fraught with problems. Page 94 is included here with the kind permission of the publisher. Comparison of the treatment of the same area in, for example, *Basic English for Science* (Donovan 1978) or other ESP textbooks would yield similar results. One exception to this statement is the Nucleus series (see especially *Nucleus Engineering* - Dudley-Evans et al 1978).

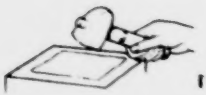
Content of Textbook		Comment
	Introductory paragraph	
1 2- 3	Steel is used for making girders because it is an elastic material.	Steel is also used because it is strong in tension, compression and shear, and because of its cost.
1 3	Cast iron is never used for making girders because it is brittle.	Is this the reason? But it is used! Cast iron is very weak in tension but very strong in compression, so it can be used for some types of girders.
	Malleability	
1 6-12	(See the picture in Appendix I)	The picture shows a material being hammered!
1 6- 7	It is easy to roll a malleable material into a new shape.	It depends upon whether the rolling is simple or involves tension as well. This complicates the distinction between ductility and malleability,

UNIT SEVEN

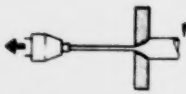
Properties of Materials (1)

SECTION A: FOUR PROPERTIES

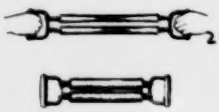
It is important to know the properties of engineering materials. For example, steel is used for making girders because it is an elastic metal. Cast iron is never used for making girders because it is *brittle*. The properties of a material determine its use.



Malleability: It is easy to *roll* a *malleable* material into a new shape. A malleable material does not *fracture* easily under pressure. Gold is extremely malleable. It is possible to roll gold into very thin sheets. Copper is very malleable and so is lead. Glass is not at all malleable and nor is cast iron. It is very easy to fracture glass with a hammer. Cast iron also fractures easily.



Ductility: It is easy to *draw* a *ductile* material. It does not fracture and it retains its new shape. Copper is extremely ductile. Tin is very ductile and so is aluminium. Steel is not very ductile and nor is lead. It is very difficult to draw lead into thin wire because it fractures easily.



Elasticity: An *elastic* material *stretches* easily under *stress*. However, remove the stress and it does not retain its new shape. It regains its original shape. Rubber is extremely elastic. Some steels are quite elastic. Glass is not at all elastic and nor is cast iron.

Durability: A *durable* material does not corrode easily. Under normal conditions, glass is very durable and so are plastics. Among the metals, chromium is extremely durable and so is platinum. Gold is quite durable and so is aluminium. Cast iron is not very durable and nor is steel.

Fig.1. Extract from *A First Course in Technical English* by Beardwood(1978).

		Comment
		as far as rolling is concerned. Better therefore than "It is easy to roll..." is "It is easy to hammer a malleable material into a new shape".
1 8	Gold is extremely malleable.	Lead is the best example of malleability, not gold, for the students I teach, who will not be working with gold!
1 8- 9	It is possible to roll gold into very thin sheets.	Better is "It is possible to hammer lead into very thin sheets".
	Ductility	
115	Tin is very ductile	This seems a poor example as tin is so little used now.
116	Steel is not very ductile and nor is lead.	Some steels are used for making fences or car bodies because of their ductility. Lead, on the other hand, is not ductile at all.
	Elasticity	
119	An elastic material stretches easily under stress.	The most important thing about elasticity is that the material returns to its original shape after stretching (or being subjected to any force, not just stretching) not, as the layman tends to think, the ability to be stretched in the first place!
122	Some steels are quite elastic.	Certain steels (when suitably heat treated) are very elastic but do not stretch under stress.
	Durability	
125-30	A durable material does not corrode easily.	Durability is not a recognised mechanical property of materials. Unlike the other properties

Comment

on this page there is no accepted definition of durability. It is not usually used to mean "does not corrode easily" however.

The Scientific Content of ESP Textbooks

First of all, let me make it clear that (a) I regard the above example as typical of the way that most textbooks treat "properties of materials" and that I have no axe to grind with the publishers or author of what is in many respects a good textbook, and (b) I regard this as typical of the science content of most ESP textbooks, especially where there is lexis which has a common layman's meaning and a specific scientific meaning, and (c) I regard what is in the textbooks as representative of what is taught in English lessons. (See the scanty evidence presented for this proposition above).

Discussion

Whatever the reason for the teaching of these concepts in this way, (either from a textbook or without) the net result would seem to be conflict between the presentation of the scientific concepts in the English lessons and the science lessons, resulting in the students being confused, and, quite likely, the devaluation of the English teachers' contribution in the eyes of the students and the other teachers. As one of the science teachers commented: If we (English teachers) teach the above material in the way suggested in the textbook, what we are teaching is the layman's view of science. Many students have this already. They need to be more precise than this and to try to forget the layman's view of such terms, rather than have it reinforced in their English lessons.

A more important point is that, however the science teacher uses the terms, the English teachers should use them in the same way, and take their examples from the science teacher. In science, just as in language teaching or linguistics, there are levels of explanation appropriate for particular students at particular times, and these should be decided by the science teacher and not by the ESP textbook writer or the ESP teacher.

I see one of the main reasons for the existence of this problem as being the "separation" of the scientist from the English teacher (highlighted by Johns 1981 in his questionnaires). This separation can take many forms and have many reasons; institutional factors such as lack of English representation on science boards of study (and vice versa); social and physical isolation; defensiveness of lecturers and an unwillingness to give up autonomy (see Chamberlain 1980:101-2); science syllabuses designed with little regard to the English level of the students (and English syllabuses designed with little regard to the science level of the students) etc. In short, in many institutions the English and science staff both do their own job with little honest communication about how they see

the relationship between the two jobs. Seen in this light "inaccurate or wrong" science in so-called ESP lessons is one facet of a larger problem - separation of English from science. The need to work with the science teachers in all aspects of course design - theirs and ours - however hard this may be in the real world, is not met in many places. It is crucial at even the earliest stages(even preparatory or foundation level) that syllabuses are designed by science and English teachers together with a particular set of students for a particular institution in mind, but most very basic ESP courses are very similar, being designed by teachers using the same criteria e.g. simplicity, frequency, and a layman's idea of what science students need to know and what these concepts mean. "Working with" means, at the micro level, agreeing on what examples the English teacher will use for elasticity, what elasticity means and what the students are taught that it means. With the shoe on the other foot, it should also mean that the English teacher can help the science teacher design materials that are not too taxing linguistically. At the macro level, it may also mean teachers visiting each other's classes regularly, or English teachers working directly within the science departments themselves, and even team teaching by the English teacher and the science teacher. Plenty of other ideas on how science and English teachers can work together are contained in *ELT Documents* 101, 106, and 112. Of course, the role of textbooks on such a course needs to be decided upon. I suggest that one criterion for their selection and use would be whether the science teacher is happy with the science content of a particular book or chapter. I personally have used books like FCTE(although modified) and my students are generally happier with a textbook than without. If syllabuses are being specified by both science and English teachers, then textbooks (science and English) could perhaps be considered together too.

Conclusions

1. As mentioned just above, the discussion has ramifications on both textbook design and selection. Both Ewer and Boys(1981) and Swales(1980) mention the following problems with ESP textbook design (a) the poorness of the language content, (b) the concentration on methods and neglect of content, and (c) the paucity of background linguistic research. If this is true, as I think it is, for linguistic and language content, then how much more true it is for science content! Abandoning textbooks for locally-produced courses may not work either for, as Swales incisively points out:

> "locally produced materials which traditionally fill the gap left by the abandonment of the ESP textbook usually show a striking resemblance to the published materials that have been rejected".(1980:11)

It is interesting to note that neither Ewer and Boys or Swales mention science content as one of their criterion for textbook design or selection.

2. I have used the term ESP rather loosly so far. But not all courses with science content are ESP. Without cooperation between science and English teachers, it is difficult for the English teacher to know what science content to include in a course or at what con-

ceptual level to pitch it. Even the use of 'authentic texts' does not guarantee anything if the science content is at the wrong level. TENOR (Teaching English for No Obvious Reason - Carver 1983) is everywhere prolific. A few bits of science (lexis, structures or notions) is no better than no bits of science.

3. All of what I have said deeply concerns the role of the ESP teacher. Unless we are prepared to give up a fairly large degree of autonomy to science teachers, we are running grave risks of not achieving our aims.

I keep coming back to the words of Diana Adams Smith "it is essential to realise that an ESP unit does not exist in a vacuum, where every teacher is at liberty to do his own thing. On the contrary, it is a service unit, expressly designed to carry out clearly defined tasks and meet specific objectives, with accountability being of paramount importance". (Adams Smith 1983:37)

The proposals here are hardly revolutionary, I know, and hard to achieve in practice. The fact that this article has been written at all is testimony to the little that has been learnt in this respect since the beginnings of ESP (see Greenall 1981 for a longer defence of this proposition). But the rewards of working with, rather than against or at cross purposes to, the science teachers, can also lead to the English teacher suddenly understanding bits of science that had hitherto eluded him or her.

Bibliography

Arnold E. (Ms) — "What's the length of a piece of string: some comments on the selection of items for ESP".

Adams Smith D. (1983) — "ESP Teacher-Training Needs in the Middle East" *ESP Journal*, Vol.2 No.1 pp 37-38.

Barnes L. and Barnes B. (1981) — "Science and ESP Defining some of the Problems" *Al Manakh* Vol.5 No.2 pp 18-55 Language Centre Journal, University of Kuwait.

Beardwood L. Templeton H. and Webber M. (1978) — *A First Course in Technical English* Students' Book I p 94, Heinemann.

Bolton W. (1981) — *Materials Technology for Technicians 3* Butterworth.

Carver D. (1983) — "Some propositions about ESP" *ESP Journal*, Vol.2 pp 131-137.

Chamberlain (1980) — "The SP of the E" in *ELT Documents* 106 pp 97-108.

Donovan P. (1978) — *Basic English for Science* OUP. Students' book pp 50-52, Teacher's book pp 46-47.

Dudley-Evans T. Smart T. and Wall J.(1978)	*Nucleus Engineering* Longman.
ELT Documents	
(1978)	101 "English for Specific Purposes".
(1980)	106 "Team Teaching in ESP".
(1981)	112 "The ESP Teacher: role, development and prospects".
	The British Council English Teaching Information Centre.
Ewer J.R. and Boys O.(1981)	"The EST textbook situation: an enquiry" *ESP Journal*, Vol.1 No.2 pp 87-105.
Greenall G.(1981)	"The EST teacher: a negative view" in *ELT Documents* 112 pp 23-27.
Higgins R.A.(1977)	*Properties of Engineering Materials* Hodder and Stoughton.
Johns T.(1981)	"Some problems of a world-wide profession" in *ELT Documents* 112 pp 28-32.
Kempster M.H.A.(1978)	*Workshop Technology for Technicians* Hodder and Stoughton.
Lowe T.T.(1983)	*Workshop Processes and Materials Level 1* Nelson.
Rollason E.C.(1973)	*Metallurgy for Engineers* Edward Arnold.
Shotbolt C.R.(1977)	*Technician Workshop Processes and Materials 1* Cassell.
Swales J.	"ESP: The textbook problem" *ESP Journal*, Vol.1 No.1 pp 11-23.

2. TEACHING AND LEARNING MATERIALS

a) STUDENTS' READING PROBLEMS

Diana Adams Smith, P.O. Box 87, Waitara, New Zealand.

This article attempts to show that students have different reading problems depending on level, motivation, needs and the type of text they are reading; it focuses on two particular groups.

1. The first set comprises Omani girls in their first and second

years at Doha al Adab Secondary School near Muscat where I was teaching for a half-day each week to gain some direct experience of English in the Omani schools and also to produce teachers' notes for the extensive reading component of the course. For the first half of the year simplified readers are used: *The Search* by Joe Rimmer for Secondary 1 and *The Pearl* by John Steinbeck for Secondary 2. In the second part of the year the classes begin on student-selected readers from Longman and Heinemann book boxes.

In some cases these girls constitute their families' first literate generation in Arabic, let alone English. Others are the daughters of widely travelled professionals educated abroad. The range of ability reflects the variety of background, with some girls, even after six or seven years of English in school, still experiencing difficulty with letter and word recognition, while others read the set book at home in a week. On the principle that one learns to read by reading, the essential purpose of this part of the secondary English course(one hour a week as a supplement to the basic textbook course) is to develop and reinforce the reading habit by making it an enjoyable experience.

The most common problems resolve themselves into three. (1) The girls do not understand what the class reader is all about because it is completely foreign to their experience(or at least they think it is, which amounts to the same thing). This is a particular problem with the first few chapters of *The Pearl* where the characterisation and motivation depend on the feelings of helplessness experienced by Kino, a Mexican-Indian fisherman, at being exploited by the middle class, who are of Spanish extraction. In the later chapters the difficulty seems to resolve itself. By this time the situation has become more familiar and the action becomes more important than the environment. (2) Some of the girls do not read for pleasure in their own language, and their family surroundings give them no experience of recreational Arabic reading. Consequently they do not know how to begin on what seems an insuperable task with no definable goal. (3) Even those accustomed to extensive reading in Arabic find it difficult to transfer the skill to English, a language in which they are accustomed to reading short passages in which they are expected to ponder every word. They tend to be bedevilled by over-conscientiousness and rapidly get bogged down by stopping constantly to look up every unfamiliar word. This prevents them from getting at the overall meaning, overwhelms their short-term memory and makes them lose the thread of the narrative.

The techniques I evolved to help overcome these problems include the following:

Dealing with a situation foreign to their experience

Reading begins with asking questions of printed text(Smith 1978). In order to do this you must have some background knowledge of the situation described in the text, or you can have no idea what questions to ask.(This would be my experience if someone confronted me with a text relating to astrophysics). A class will not be able to cope with material of this kind unless the teacher either begins by providing some background information that will give a

point of entry to the text, or can find some way to relate the situation to the students' own experience. Chapter 1 of *The Pearl* describes the early morning routine in Kino's fishing village. I constructed the question given below, using the board first to pick out details from the text about life for Kino's family, and then inviting comment and comparison from some of the girls who themselves live in fishing villages in Oman. With a more sophisticated group this might be carried on to a consideration of the brotherhood of man.

Question

This story takes place in Mexico. Pick out some of the details about life for Kino and his family and decide if they are the same in Oman or different for a fishing family living in Darsait or Sidab or Khaboura.

Mexico	Oman
House of wood	
Cockerals	
Dog	
Pigs	
Birds in bushes	
Hanging cradle	
Sleep on mat on floor	
Blanket	
Shawl	
Close to beach	
Cold morning	
Fire of coal	
Juana sings to the baby	
Breakfast: corncakes/milk	
Goats	
Wooden fence	
Scorpion	
Kino eats first	
Neighours come	

In Chapter 2, Kino and his wife take the baby to the doctor to have a scorpion sting treated, and the issue of the conflict between the two races is raised. I found it possible, after having elicited from the class that Oman had once been under Portugese rule and discussed those bad old days, to clarify how having a "ruling" group and a "ruled" group in a country might feel to a member of the bottom group.

This problem did not arise at all with the class reading *The Search* which describes the experience of a family of Omani children lost in the desert. There seems to me to be a strong case for the production of more low-level readers specifically for Arab students so that they can learn to enjoy extensive reading without constantly being confronted by the incomprehensible.

Problems 2 and 3 are closely related(i.e. lack of experience of recreational reading and getting bogged down in detail). To reassure the inexperienced that reading fifty pages is not an impossible task, one can start them out confidently by encouraging them to use what they already know. This may be visual or non-visual information(general knowledge, the book cover, illustrations, chapter headings, a summary or blurb). Even the very weakest students feel happier if they are asked to begin with pictures. Establishing what a lot they already know before having read a word of Chapter 1 motivates them to search for the answers to new questions which now present themselves. Page 1 of *The Search* is a good example. If the teacher plays the tape or reads aloud while the class follow in the book, every student, no matter how lacking in confidence, can follow with the help of the picture and wants to find out who these people are(one doesn't say anything; which one? Why?), where they are, where they have been, where they want to go next, why Sharifa has tears in her eyes. To confirm their guesses they will want to read on. I forbade my class to turn the page until they were twitching with frustrated curiosity to check whether their predictions were right and in particular to find the answer to Sharifa's question, "How are we going to get home"? This approach gets the slow ones started, but it also gives a long-range goal to the every-word-looker-uppers, especially if the teacher makes the search a competition or imposes a time limit.

Chapter 1 In the Beginning

'Well, we saw Egypt,' said Rabee'a.
'Yes.'
'And we saw Cairo.'
'Yes.'
'We saw the river Nile, too,' said Suleiman.
'Yes.'
'And the shops,' said Najaat.
'I liked the shops,' little Sharifa added.
'Yes, we know you did.'
'It was a good holiday,' said Rabee'a.
'Oh, yes, it was a good holiday.'
'But how are we going to get home?' said little Sharifa, and there were tears in her eyes. She was only ten years old. She

The Search, J.Rimmer, p.1.

Since one of the aims is to make the students independent readers, I always assigned the next section to be done as homework, taking the last few minutes of class time to look at the pictures, the chapter title and any other obvious features. Then I suggested some questions that they should try to find answers for. For example, a chapter in *The Pearl* is called *Fire and Death*. The questions to answer are(obviously) What got burnt? and Who died?

I started out by assigning more detailed signpost questions (Nuttall 1982) that direct the reader's attention so that the important points can be found quickly, but I am now less convinced of the value of these for extensive reading. What I was trying to do was to help the readers to establish a basis of knowledge so that they were in a position to make their own hypotheses, ask questions of the text and make predictions. Initially they can be helped to do this by having the teacher provide signpost questions, but these should be only a temporary prop. Active independent reading cannot be achieved until readers learn to ask their own questions of the text and find the answers that satisfy them; answering only the teacher's questions is a "copout". "You get through a novel by having current questions answered and moving on to the next question. If at any time you fail to find an answer that you need you are likely to be confused and uncomprehending, but if you are left with no questions to ask you will either be bewildered or bored".(Smith 1978)

After the first week or two, thanks to this approach, I observed very few girls furrowing their brows over isolated items of vocabulary. Any that seemed essential for real comprehension - and there are very few in these readers - I checked, covertly or overtly. The attitude of guessing what is going to happen seemed, happily, to spread to guessing meaning from context. If you are intent on the horizon the stones at your feet are less noticeable, even if they can still trip you up now and then.

2. The second group I should like to consider were Allied Health students in the second year of a four year B.Sc degree in medical technology, radiography, physiotherapy and medical records administration at Kuwait University. While a few of these students were appreciably better than the rest, the range of ability was narrower than for the secondary school girls, and their needs, some of which were concurrent(e.g. reading anatomy textbooks) were more easily definable and included both fluent and accurate reading of medically-related texts. They had to be able to read at speed to cope with the requirements of their courses, in some cases as much as a hundred pages a week in subject areas ranging from biochemistry and hospital administration to psychology. At the same time they needed to read accurately with a high degree of visualization and to follow a logically developed argument or set of instructions in subjects like anatomy, clinical microbiology or X-ray physics.

Their problems appeared to be many, but in fact they were really all aspects of two. First, an inability to read quickly, efficiently and predictively to extract the required information from large quantities of textbook material(in Widdowson's terms, difficulties in assimilation and discrimination). Second, - and linked to the

first - an inability to distinguish between main ideas and supporting details and between objective statements of fact and author-marked observations. Students got lost because they were not aware of the various levels of meaning in a text and they could not interpret functional value(What does he mean?) as distinct from propositional signification(What does it say?).

Initially we emphasised skills involving flexibility of technique(skimming, scanning, close study reading); skills of utilizing information not strictly part of the text itself(reference apparatus, graphic conventions, illustrations and diagrams), and word-attack skills(tackling unfamiliar lexical items by using morphology or inferring from context); but it became clear that training was also needed in text-attack skills(the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure, understanding the communicative value of utterances and texts, identifying the main idea in a piece of discourse, and distinguishing central generalisations from supporting details or examples). (Munby 1978, Grellet 1981, Nuttall 1982). It is not possible to write in detail here about the techniques developed to deal with these problems, but the reader is referred to some useful books in the bibliography. Here I shall limit myself to three points: using context and other clues to clarify obscure terms, distinguishing facts from opinions, and coping with scientific textbooks:

i) Using context to help understanding

Discovering Discourse in the OUP series *Reading and Thinking in English* has a useful series of exercises for practising this skill. One of the difficulties in a support English course however is the problem of authenticity and transfer. Students perform beautifully under the eye of the English teacher but leave it all behind them when they walk out of the classroom. We tried to overcome this by producing additional exercises based on our students' textbooks(see Appendix). Below I give an example of a type of exercise from *Discovery Discourse* which I found useful to help students make use of context for understanding.

Supplement: *DISCOVERING DISCOURSE* Unit 1, Part 11

Understanding by the use of context

Which of the following relations helps you deduce the meaning of each underlined word?

1. comparison
2. example
3. equivalence
4. contrast
5. definition
6. cause/consequence
7. general/specific
8. function/purpose
9. grammar

Write the number/s beside each underlined word and be prepared to explain your choice in class.

A. 1. Some single-celled animals obtain food by the process of phagocytosis. _____

2. Iodine, like barium, is radio-opaque _____ - it does not let x-rays pass.

3. Some liquids are of high fluidity, while others are very viscous. _____

4. Land animals, unlike water dwelling animals, have to store their urine for periods before it can be excreted. Consequently they must quickly detoxify such materials and render them harmless. _____

5. In a bimetallic _____ strip, made up of two different materials welded together, one strip may be brass and the other may be invar, an alloy of iron and nickel. _____

B. The brush border _____ is a structure which is found in many of the cells which line the gut. When looked at under the electron microscope, it can be seen to consist of innumerable finger-like processes _____ known as microvilli _____. The function of the microvilli is greatly to increase the surface area of the cell, and thus the surface area of the cell membranes facing the gut cavity. The reason for this is that all food must be absorbed _____ from the gut by crossing the barrier of the surfaces of the lining cells. The larger the amount of surface area, the greater the rate of absorption _____. In some diseases such as sprue _____ the intestinal wall is damaged and many of the cells lose their microvilli. As a result food cannot be absorbed properly and passes straight through the gut into the faeces causing diarrhoea _____. Because relatively little of the food can be absorbed, the patient effectively becomes starved. This condition is generally termed the malabsorption syndrome _____.

(From Horrobin, *Essential Physics, Chemistry and Biology*, pp 7-8).

ii) Distinguishing facts from opinions

The appendix below consists of a lesson plan and handouts (extracts from *The Medical Risks of Life*, the course reader) designed to provide practice in assessing the definiteness of propositions and in distinguishing facts from opinions. Graded in difficulty, the exercises are to be done individually, in small groups and with whole-class participation. The treatment of the passages on pp 19-21, where multiple-choice questions are discussed in small groups, each group then justifying its choices to the whole class, is taken from Munby's article on teaching intensive reading skills(reprinted in Mackay et al, 1979).
I have found this to be a very useful technique not only in ESP classes but also with general English FCE students, since it demands the active and thoughtful analysis of the text, the negotiation of meaning, and the integration of several skills(reading, speaking and listening) to solve the problems posed. The major disadvantage is the time and level of sophistication required to compose items for the MCQ's with enough clues for a group to be able to reach

the right decision for the right reason, and distractors plausible enough to make the correct choice difficult.

iii) Coping with scientific textbooks

As early as their third semester, these students began anatomy and were immediately struggling with the textbook. It was at their anguished plea that support materials were developed rather hurriedly. A search through textbooks on reading in a first language produced the OK4R approach to college reading (elsewhere, with some adaptations, known as the SQ3R). We killed two birds with one stone by taping two short lectures on using textbooks to learn efficiently as the input for note-taking exercises.

After a discussion with the anatomy lecturer, the next phase was a direct attack on the anatomy textbook itself in the English class. Lack of class time allowed us to spend only a few hours on an overall look at the book and more detailed sessions on Chapters 1 and 2, but each fortnight a further hour immediately preceding an anatomy class was set aside on request as a repair or preparation session. Materials of this kind are with justification called ephemeral; the following year the anatomy department changed the textbook, so a fresh start had to be made. In order never to be at cross-purposes with the anatomy lecturer we regularly asked his advice and kept him informed about what we were doing. This co-operative venture could usefully have been carried much further.

Bibliography

Carrell P.L. "Some issues in studying the role of schemata, or background knowledge, in second language comprehension". *Reading in a Foreign Language*, 1(2), October 1983.

Eskey D.E. "A model program for teaching advanced reading to students of English as a foreign language". In Mackay et al., *Reading in a Second Language*, 1979.

Grellet F. *Developing Reading Skills*. Cambridge: C.U.P., 1981.

Horrobin D.F. *Essential Physics, Chemistry and Biology*. Lancaster: MTP Press, 1971.

Johns T. and Davies F. "Tests as a vehicle for information: the classroom use of written texts in teaching reading in a foreign language". *Reading in a Foreign Language*, 1(1), March 1983.

Lock S. and Smith T. *The Medical Risks of Life*. Harmondsworth: Penguin, 1976.

Mackay R. and Mountford A. "Reading for information", in *Reading in a Second Language*, eds. Mackay, R., Barkman, B. and Jordan, R.R. Rowley, Mass.: Newbury House, 1979.

Moore J.(ed.) *Reading and Thinking in English*, 1-4. Oxford: O.U.P., 1979-80.

Munby J. "Teaching intensive reading skills". In Mackay et al., *Reading in a Second Language*, 1979.

_____ *Communicative Syllabus Design*. Cambridge: C.U.P., 1978.

Nuttall C. *Teaching Reading Skills in a Foreign Language*. London: Heinemann, 1982.

Purvis K. *Read and Note: English Study Skills for Science and Medicine*. London: Heinemann, 1978.

Rimmer J. *The Search*. Harlow: Longman, 1981.

Smith F. *Reading*. Cambridge: C.U.P., 1978.

Smith J. and Coffey B. *English for Study Purposes*. London: Macmillan, 1982.

Smithies M. "Reading habits at a Third-World technological university". *Reading in a Foreign Language*, 1(2), October 1983.

Steinbeck J. *The Pearl*. London: Heinemann, 1974.

Widdowson H.G. *Teaching Language as Communication*. Oxford: O.U.P., 1978.

Williams R. "Teaching the recoghition of cohesive ties in reading a foreign language". *Reading in a Foreign Language*, 1(1), March 1983.

Appendix - Additional Exercises

A. Handout I. Distinguishing facts from opinions

In pairs, Ss read sentences. T checks meaning of introverted, using word roots.
Ss mark statements as directed and complete the scale.
General discussion. S completes scale on Bb; attempt to reach consensus on ranking of items.

1. Once people have started smoking, they tend to continue.

2. One reason for starting smoking may be to compensate for doing badly at schoolwork or games.

3. Several facts suggest that many smokers are addicted to nicotine.

4. Perhaps adolescents think that smoking makes them look grown up.

5. Three out of every four smokers try to stop the habit, but only one of them succeeds.

6. It has been said that cigarette smokers differ from non-smokers in personality.

7. Pipe smokers have been claimed to be more introverted than cigarette smokers.

8. There might seem to be a health hazard for anyone who smoked more than twenty cigarettes a day.

9. There is no evidence to link smoking with psychiatric illness.

10. There seems to be three different reasons why people continue to smoke.

Adapted from *The Medical Risks of Life* (henceforth Mr. L), pp 237-8.

In pairs, read through the statements and mark each one F(fact) or O(opinion).

Underline the word/s in each opinion that gave you the clue that it was not a fact.

Now imagine a scale of certainty ranging from "almost certainly untrue" to "generally believed to be true". Write the number of each statement in an appropriate place on the scale.

WHY PEOPLE SMOKE

One in twenty of ten- and eleven-year-old children have already started smoking. Most smokers, however, start as adolescents, girls usually later than boys. Only 15 per cent of adolescents who have smoked more than one cigarette avoid becoming permanent smokers, while only 15 per cent of regular smokers manage to give the habit up before the age of sixty. At first, adolescents smoke for psychological reasons: they think it makes them look tough and grown up, and their parents and friends do not discourage them. Another reason for starting smoking may be to compensate for poor achievement: boys who smoke regularly do not do as well at schoolwork or games as non-smokers.

Having started, people tend to go on smoking for one of three main reasons: continuing social ones (such as in company); 'indulgence' smoking for pleasure, often after meals, with a drink or together with activities such as reading or watching television; or to satisfy 'inner need' - such as for calm, stimulation or addiction. Several facts suggest that many smokers are mildly habituated to nicotine in cigarette smoke. Only 2 per cent of smokers do not smoke regularly, while only 9 per cent of men and 19 per

cent of women do not inhale. Heavy smokers inhale more than light ones and young smokers more than older ones. Experiments in which regular smokers performed various tasks while they were smoking low- or high-nicotine cigarettes showed that they adjusted their puffing frequency to obtain a constant dose of nicotine. Three out of every four smokers wish to stop the habit, but only one of them succeeds. On stopping smoking some people develop mild physical withdrawal symptoms (such as sleep disturbances, sweating and a fall in pulse rate and blood pressure); these effects are reversed by an injection of pure nicotine.

Cigarette smokers have been said to differ from non-smokers in personality, being more extroverted and less rigid while pipe smokers have been claimed to be more introverted than either cigarette smokers or non-smokers. If such differences exist, they are very small, and there is no evidence that people with definite psychiatric illness are more likely to smoke more.

B. MRL pp 237-8, *Why People Smoke.*

T reads through the passage while Ss follow text in their books.
T checks meanings of tough, habituated, rigid.
Ss identify statements of fact and opinion on the way.

(Only if the problem arises, T will clarify difference between opinion expressed by writers and opinion ascribed to others in the text - "adolescents think". Similarly, any confusion over statements of tendency and probability - "people tend to .. ...") T concludes by having Ss look at overall structure of passage; elicit which sections consist mainly of facts and which mainly of opinions. Try to determine why.

Para 1	Facts about starting and stopping	F
	Reasons for starting	F/O
Para 2	Reasons for continuing	F
	Habituation to nicotine - generalisation supporting facts (Several facts suggest...)	O(qualified F) F
Para 3	Personality links with smoking (Attitude of writers? Doubtful/ sceptical)	O

Several reports have suggested that cancer of the kidney is linked with smoking, but further research is needed to confirm this. Undoubtedly, however, cancer of the urinary bladder is commoner in smokers and the association is stronger in heavy compared with light smokers. The risk also seems to exist for pipe and cigar smokers. Respectively men and women cigarette smokers are 1.89 and 2.0 times as likely to develop bladder cancer as non-smokers, and about 39 per cent and 29 per cent of all cases are probably related to smoking. It has also been claimed that the outlook is worse in treated patients

who continue to smoke compared with that in those who give it up. There is also a strong link between death rates from lung cancer and bladder cancer for twenty countries, confirming that the association of the latter with smoking is real; but the mechanism of this action on the bladder remains unknown.

Read the passage carefully and select the best answer from the choices below. Discuss your choice with the others in your group and try to agree. Base your answer on the passage only.

1. Laryngeal cancer
   a) is linked with tobacco smoking.
   b) has become less common since 1900.
   c) may be associated with tobacco smoking.
   d) is not linked with tobacco smoking.

2. Tobacco smoking
   a) results in increased mortality.
   b) is possibly related to a higher incidence of TB.
   c) may lead to TB at all ages.
   d) causes TB to recur after it appears to be cured.

O T H E R R I S K S

Two other types of cancer of the air passages are probably related to tobacco. The first type, of the passages in the nose, occurs in snuff-takers and is presumably due to direct irritation of the lining of the nose by the snuff. The second type, of the larynx, is probably commoner in smokers compared with non-smokers, and in heavy smokers compared with lighter ones. Only 13 per cent of one series of patients with laryngeal cancer were non-smokers, compared with 41 per cent of controls. Even so, there are still difficulties in regarding this association as proved: cancer of the larynx is rare and its incidence has not increased over the last seventy years. This discrepancy could be because laryngeal cancer is caused by several factors, some of which have disappeared in the last few years; because it is difficult to classify tumours in this part of the body; or because the supposed link does not in fact exist.

Smoking may also contribute to the development of tuberculosis in middle or later life: almost 88 per cent of men patients were smokers or had smoked fewer than ten cigarettes a day, compared with 79 per cent of controls - while 50 per cent had smoked twenty cigarettes a day or more compared with 43 per cent of controls. Deaths from pulmonary tuberculosis are also commoner in smokers compared with non-smokers, and smoking probably causes healed or quiescent tuberculosis lung disease to break down.

B. MRL(1976) pp 248-9

"Several reports have suggested .... remains unknown".

Now read this passage and choose the best answer below in the same way.

3. a) Men are more likely than women to develop bladder cancer.
   b) Cigarette smokers are twice as likely as pipe smokers to develop bladder cancer.
   c) Heavy smokers are less likely than light smokers to develop bladder cancer.
   d) Women smokers are twice as likely as women non-smokers to develop bladder cancer.

In groups of 3-4, Ss decide on best answer to MCQ's, while T circulates to help with areas of difficulty, including interpretation of text and lexical items listed above(discrepancy, control, quiescent).

Follow-up class discussion, eliciting why groups discarded as well as why they selected various answers.

b) LAW CASES AS INPUT TO EALP MATERIALS

Angele Tadros, ELSU, University of Khartoum.

Background

Students entering the University of Khartoum have had 5-6 hours of English instruction for six years and a school certificate to prove that they have passed their English exam. However, a streaming test given to them on entry reveals without any doubt that the students' English is far from adequate to enable them to cope with their academic studies in English. This is confirmed - though no confirmation is needed - by the frequent complaints voiced by subject lecturers. The criteria of their assessment are based on a consideration of lower level skills - students' poor spelling, punctuation, vocabulary, mistakes in verb agreement('they is', 'the rule state', being frequently quoted) and faulty sentence structure as revealed in the omission of finite verbs. Admittedly, such deficiencies hamper the students, but it is doubtful whether these problems can be overcome by an overt correction of errors.

A fruitful and interesting approach to deal indirectly with some of these problems, while at the same time not losing sight of the main aim of the EALP(English for Academic Legal Purposes) course - that of helping students with their academic language needs - has been adopted in the Faculty of Law by using law cases as input for the production of materials.

It is the aim of this article to decribe some of the needs of students doing law in their preliminary year in the University of Khartoum and to present teaching materials based on criminal law cases to satisfy some of these needs.

Students' Needs

Reading legal cases forms a major part of a law curriculum.

It is through applying oneself to cases that one gets to understand how legal problems present themselves and how legal argument is conducted. That understanding is important whether one's object is to solve examination problems or to give sound opinion on points of legal practice.

(Glanville Williams, 1945:1973, p 46).

Teachers of EALP will not claim that their object is to train students to become lawyers, since law is not the subject of their specialism. They will confine themselves to the realistic aim of trying to help their students to read and understand law cases for the purpose of conducting legal arguments. Understanding law cases involves the following:

1. Learning to extract the relevant principle from the case - i.e. the rule of law which the case is meant to illustrate.

2. Learning to distinguish between the material facts of the case i.e. the ratio decidenti(ibid: 67) and the immaterial facts.

3. Learning to see the similarities and differences between cases and to group like cases together. Here 'like' means those decided by the same rule of law. For instance, should all the facts be the same in order that cases may be decided in the same way?

But understanding law cases is not an end in itself; it is not simply an exercise in comprehension. Rather it is a means to an end - that end being to use law cases for the purpose of building up a legal argument. This consists of various stages possibly as follows:

1. Reading and understanding facts of cases either in report form or note-form.

2. Applying the relevant parts - in our case - of the Sudan Penal Code to a given case.

3. Examining the evidence objectively.

4. Understanding the form of argument between Prosecution and Defence.

5. Weighing the argument so that a decision can be made.

Owing to lack of space I am going to concentrate on the first stage, since this is the foundation stage upon which the other

stages may be built, leaving the other stages for a future article. To help students read and understand facts of criminal law cases it was found methodologically feasible to deal with two main tasks.

Task 1

To pick out the salient facts of cases and arrange them in note-form under appropriate headings(see below).

Task 2

To make use of notes to write a report by reconstructing the information in the notes into continuous text with deleted articles and copulas restored and other features of written English added.

Before presenting the difficulties encountered by the students in performing these two tasks, an example of a law case will be given below, followed by a format to help with note-making. The law case is from the students' textbook:

Law of Homicide in the Sudan (Vasdev, 1978, p 184)
Example of a criminal law case

In Sudan Government v Eisa Bahami(1946) AC CP 176 46; KSA Maj. Ct 41. C 40 46, unrep.) the deceased, one night, went to the houses of the accused and one Mohamed Hadal, a neighbour of the accused, to look for a goat(as so he said). Both replied they had not seen it and the deceased went off.

Later the same night the accused went to visit Mohamed Hadal to drink some milk. The accused, who had reason to suspect that the deceased was after his wife, enquired after the deceased and was told that he had come and gone. The accused, therefore, went back to his wife, took off his slippers and approached quietly. In his house he saw the deceased and his wife in very close proximity. He immediately tried to hit the deceased with a curvy and very knobby stick but the deceased got up and tried to run away. Two blows missed him but the third hit him on the side of the head. The deceased died some days later.

Note-format(Notice that information is not always available for every single heading).

TITLE:

REFERENCE:

DATE:

TIME:

PLACE:

PARTICIPANTS:

1. Accused(A)

2. Deceased(D)
3. Others

EVENTS: 1.
2.
3. etc.

CAUSE: 1. Background
2. Cause of Death

PURPOSE:

OPINION:

Difficulties Encountered

In performing the two tasks above, certain difficulties are encountered by the students. It should be emphasized that the difficulties listed below are not mutually exclusive. Some, like failure to make use of punctuation clues, will be listed under one task, although common to both.

Difficulties - Task 1

a. Distinguishing fact from opinion.

b. Opinions wrongly attributed.

c. Descriptions regarded as events. For example, 'A is a young Nuba warder' is often placed with the events.

d. Failure to organize events in a time sequence.

e. Confusion between cause of death and purpose of crime.

f. Confusion between the date of the report and the date of the crime, when available.

g. Problems in using the 'timeless' tense. Dropping the 's' of the third person singular.

h. Ignorance of the forms of regular and irregular verbs.

i. Ignoring punctuation clues.

j. Not using abbreviations where necessary.

k. Failure to identify the correct referent of a pronoun.

Difficulties - Task 2

When the reverse task is being performed i.e. writing a report from the salient facts of a case, the following difficulties are encountered:

a. Lack of organization - events are described before dealing with the background information.

b. Failure to put information about participants in the relevant place in the text.

c. Failure to restore missing articles, verbs etc.

d. Failure to use the complete word for the abbreviation.

e. Failure to use 'narrative' tense.

f. Failure to suppress shared subjects.

g. Difficulties with the combination of short sentances by means of coordination and subordination.

It may be pointed out that the above lists are not exhaustive, but they help to indicate the type of problem that the students face while undertaking the two tasks above.

In developing suitable teaching materials, the following points have been borne in mind:

1. Students' attitudes towards English. For them, learning English means doing grammar exercises of the type:

   a. Change the underlined verbs into the past.

   b. Fill in the spaces with the correct form of the verb.

   c. Change the verbs from active to passive.

2. While students' attitudes should not be ignored, concentration on exercises of the type mentioned above is not desirable since in their 'real' world of academic writing, they will not be called upon to do those types of exercises.

3. Higher order skills - like those of organization and reconstruction from one form of text to another - from continuous text to notes and vice versa should be the target, at least for that part of the course.

4. In order to reach the target, 'easification' procedures should be adopted(Bhatia, 1983, p 123). In other words, legal cases could be made accessible to the students 'without simplifying either their content or form'(ibid p 123). This could be achieved by including the types of exercises the students are familiar with.

Below I give a sample of exercises intended to help the students perform task 1 i.e. using the note-format(see above) to arrange the salient facts of the case given earlier.

Task 1 - Exercises

Exercise 1

Read the following case and answer the questions.

In Sudan Government v Eisa Bahami(1946) AC CP 176 46; KSA Maj. Ct 41. C 40 46, unrep.) the deceased, one night, went to the houses of the accused and one Mohamed Hadal, a neighbour of the accused, to look for a goat(or so he said). Both replied they had not seen it and the deceased went off.

Later the same night the accused went to visit Mohamed Hadal to drink some milk. The accused, who had reason to suspect that the deceased was after his wife, enquired after the deceased and was told that he had come and gone. The accused, therefore, went back to his wife, took off his slippers and approached quietly. In his house he saw the deceased and his wife in very close proximity. He immediately tried to hit the deceased with a curvy and very knobby stick but the deceased got up and tried to run away. Two blows missed him but the third hit him on the side of the head. The deceased died some days later.

a. What is the title of the case?

b. Which province in the Sudan, do you think, is KSA an abbreviation of?

c. Who is the prosecutor and who is the accused?

d. What is the name of the accused?

e. Why is the word 'one' placed before the name of Mohamed Hadal in the first paragraph, and not in the second?

f. Make a list of the participants in the crime and show their relationships.

g. Which of the following express action? Mark with a tick those that do.

i) The deceased went to the house of the accused.

ii) Mohamed Hadal was the neighbour of the accused.

iii) The deceased went off.

iv) The accused had reason to suspect the deceased.

v) The deceased got up.

h. Underline the verbs in the case that indicate events(action). Then make a list of the verbs you have underlined and give the present tense of the third person singular.

i. Underline the pronouns in the case and use the nouns they refer to in their place.

Exercise 2

With reference to the case, put the following events in the right sequence.

a. Mohamed Hadal replies he has not seen the goat.

b. The accused goes back to his wife.

c. The deceased goes to the houses of the accused and one Mohamed Hadal.

d. The deceased goes to look for his goat.

e. The accused goes to Mohamed Hadal to drink some milk.

f. Mohamed Hadal says the deceased has come and gone.

g. The accused enquires after the deceased.

Exercise 3

Go back to the events you have arranged in exercise 2 and:

i) Instead of the words 'deceased' and 'accused' use the letters D and A respectively.

ii) Remove articles and auxiliaries.

Example

Instead of:

c. The deceased goes to the houses of the accused and one Mohamed Hadal.

Write:

c. D goes to houses of A and one Mohamed Hadal.

Exercise 4 - Distinguishing Fact from Opinion

Facts are objective statements, whereas opinions refer to what the writer thinks of what he is reporting. When the writer is expressing an opinion, he indicates this by using certain words: adverbs, adjectives, verbs, etc.

In the following:

1. Show which of the statements are facts and which are opinions.

2. Underline the word/words that indicate that the writer is expressing an opinion.

a. The deceased went to the houses of the accused and one Mohamed Hadal to look for a goat(or so he said).

b. The accused took off his slippers.

c. He gave him a hard blow on the head.

d. The party had every reason to believe he was the burglar.

e. There were signs of an impending attack.

f. The deceased died.

g. He tried to hit the deceased.

h. An operation was performed negligently on the deceased.

Exercise 5: Making use of punctuation clues

Notice particularly the way in which commas are used to separate additional information.

Examples

a. The accused, Musa Gibriel Musa, lived in an area where water is scarce.

b. The accused, armed with an axe, went for him.

c. The deceased, aged twenty, was a student in the University.

Now answer the following questions:

i) What additional information is given in each of the above examples?

ii) Pick out two examples of additional information from the case.

Exercise 6 - Note-format

Study the note-format given below and indicate what information is given under each heading.

Note-format(Notice that information is not always available for every single heading)

TITLE:

REFERENCE:

DATE:

TIME:

PLACE:

PARTICIPANTS:

1. Accused(A)
2. Deceased(D)
3. Others

EVENTS:

1.
2.
3. etc.

CAUSE:

1. Background
2. Cause of Death

PURPOSE:

OPINION:

Exercise 7

Pick out the salient facts of the case you have read and arrange them under the headings given in exercise 6.

Remember the following points:

1. Background information includes happenings before the crime.

2. Any descriptions of participants or their relationships should be put under the heading participants.

3. Events should be given in the right sequence, using the present tense.

4. Use abbreviations and leave out words which are unnecessary for notes.

5. Opinions should not be put under the heading Events.

Task 2

In this section you are going to reconstruct a report from the facts given in note-form. First do the following exercises:

Exercise 1

Turn the following notes into correct English sentences, as would appear in a report, by:

1. Using the complete word for the abbreviation.

2. Changing the present form of the verb into the past.

3. Restoring missing words.

Notes

1. A drags D to nearby well.
   A drops D in well.

2. A stabbed by D.
   A unconscious.

3. A runs in pursuit of thief.
   A about to overtake D.

4. Khamisa finds D inside house.
   D sees Khamisa.
   D starts to run away, carrying with him stolen property.

5. A visits his *tabaldi* tree.
   A notices some water has gone.

Exercise 2

Combine each group of the sentences you have written in exercise 1 into a single sentence.

Exercise 3

Combine each group of sentences below into a single sentence, using the underlined parts as additional information. Remember to use commas to separate it from the rest of the sentence. Make any other necessary changes.

1. The accused was armed with a stick. He was attacked by a man with a sword.

2. The accused was called Mohamed el Khamjan Sagadi.
   He was sheikh of the Habbani Sheikhdom of Jerboo.
   He was armed with a Baggara spear.

3. Six or seven *Sharafa* were armed with threshing sticks and rakes.
   They advanced to meet the Habbani.

4. The head of the party was a policeman. He was unarmed.

5. The deceased was called Mohamed Adam. He attempted to take away the chair. The accused was sitting on the chair.

Exercise 4

Below are given three groups of notes and an opinion or two following each group.

Rewrite each group of notes, as in a report, putting the opinion/s where appropriate. Remember to:

a. Use the complete word for the abbreviation.
b. Use the past tense for the present.
c. Restore missing words.
d. Combine sentences where necessary.

Group A

EVENTS:

1. A fires shot.
2. D struck and wounded.
3. D operated on.

OPINION:

Operation performed negligently.

Group B

EVENTS:

1. Pursuers arrive.
2. D starts commotion inside *gutiyah*.
3. D screams, shreiks, bangs on the sheet-iron walls of the *gutiyah*.

OPINION:

fierce commotion
impending attack

Group C

EVENTS:

1. A sits on chair.
2. D seeks to take chair from under A.

OPINION:

quarrel forced on A
without any right whatever

Exercise 5

Below are the salient facts of a case(Vasdev 1978, p 268) written in note-form. Read them and do the activities below:

TITLE: Sudan Government v Ahmed Taha Ahmed Omer

REFERENCE: (1939) AC CP 68 39; BNP Maj. Ct 22 39, unrep.

DATE: None given.

TIME: None given.

PLACE: None given.

PARTICIPANTS:

Accused(A), Ahmed Taha Ahmed Omer.
Deceased(D), Mohamed Adam.

EVENTS:

1. A sits on chair.
2. D seeks to take chair from under A.
3. Quarrel takes place.
4. D strikes A on face.
5. A returns blow.
6. D then comes up with knife.
7. D stabs A three times.
8. D still holds A.
9. A stabs D.
10. D dies.

CAUSE: Background: none given.
Cause of death: stab.

PURPOSE: On receiving knife injuries A wanted to take active measures against D.

OPINION:

1. A quarrel was forced on A.
2. The deceased was seeking, without any right whatever, to take the chair.
3. The accused not unnaturally thought that the time had come to take active measures....

Activities

1. Insert the missing articles.
2. Underline the verbs that occur in the notes.
3. Make a list of the verbs and give the past tense form. Be careful with your spelling.
4. Making use of the notes, write up the report in good English re-arranging and combining the facts as necessary.

References

Bhatia V.K. *An Applied Discourse Analysis of English Legislative Writing*, University of Aston in Birmingham, 1983.

Vasdev K. *Law of Homicide in the Sudan*, London, Butterworth, 1978.

William G. *Learning the Law*, London, Stevens and Sons, 1973.

3. REVIEWS

a) Cotton, David, and Anne McGrath, *Terms of Trade* (Spoken English for International Business), Edward Arnold, 1985, 4 cassettes and a book, pp 127.

At first glance, *Terms of Trade* could easily be mistaken for a fashionable novel. Not only does it have a catchy title boldly stamped in red on a black background, but it also has the right shape. However, a closer look reveals that it is not a book at all, but a container made to look like a book, the contents of which turn out to be four cassette tapes neatly fitted into a moulded plastic base with a slim volume lying flush on top. After opening such a package and dipping into the book, it does not come as a great surprise to find that one of the eight dialogues in the book is entitled "Marketing" and obviously, the "Choosing of an Overseas Market", the title of the first dialogue in the book, has also been given careful consideration. Potential customers are described in the introduction as those who are doing business overseas in English and also those who are studying international trade.

The professional presentation of this product does not, for once, belie its quality. In spite of the extravagant and commercial claims made on the back of the box that this course will improve fluency, use of idioms, pronunciation and grammar, the 16 dialogues (two in each unit) which form the core of this course, offer useful and appropriate language for those who need to practise listening in order to improve their aural skills. It seems to me, however, that the language content of the course, which is well sprinkled with idioms and technical expressions relating to business, will be far more useful to foreign businessmen than students of international trade, as the latter will certainly have more detailed and comprehensive sources for learning about such matters as 'del credere agents' and 'irrevocable letters of credit' elsewhere.

For a language course, the dialogues recorded on the cassettes sound reasonably realistic. Can it be that, at last, the days of "Language Laboratory English" with its slow, mannered delivery and 'stage' pronunciation have passed? These dialogues are read aloud and there are few interruptions and none of the rephrasing that characterizes actual speech, but there is a good chance that the student would immediately recognize the language, if he heard it again in a 'live' situation. It is also very encouraging that the speakers in the dialogues have a variety of English and non-native English accents. For example, Unit 4 has a speaker with an accent typical of the North of England as well as two Asian speakers, whilst other units include American, Australian, Swedish and Italian speakers.

The situations on which the dialogues are based seem fairly

typical to a non-specialist like myself, although I would have preferred the different situations to have been linked so that there was a continuing story element, which would add interest. Each of the eight units is divided into two parts. For example, in Unit 8, which is entitled "An Agency Contract", Dialogue 1 is a discussion between Clive Marsden, the American president of a company which exports photocopying machines, and Mark Boland, the head of an Australian import agency. They go over the various terms of the agency contract before drawing up an agreement.

Marsden — What next? Commission? Well, we fixed it at fifteen per cent(15%) on total sales, I believe.

Boland — Yes, but may I remind you that I'll be a del credere agent. I receive an extra five per cent (5%) for that.

Marsden — Ah yes, you're bearing the risk if the customers don't pay. I'd forgotten that.

Having agreed on an agency contract, Marsden visits his agent, Boland, in Australia two years later. In Dialogue 2, we learn that he is dissatisfied with his agent's sales performance and that he wants to terminate the contract, but Boland tries to explain the reasons for his poor performance.

Boland — Huh! It's easy for you to talk. We'are at the sharp end here. We have to fight for every dollar we make.

Marsden — All right, it's not easy, I know. Look it's not that you failed to reach your sales target. Let's be honest, your after-sales service has been lousy. We've had dozens of complaints from customers.

Boland — That's news to me.

Apart from providing the flavour of these dialogues, these extracts illustrate two characteristic elements: firstly, the glossing of a technical expression within the text itself(e.g. we are told being a del credere agent means you bear the risk if the customers do not pay), which is superfluous because a full explanation is given in the following exercises anyway and it also encumbers the natural flow of the dialogue, and secondly, a rather heavy-handed use of idiomatic expressions(e.g. "We're at the sharp end here", "that's news to me") which, at times, strains credibility.

The exercises which follow the dialogues, betray a serious weakness in this course, which is that too much is attempted and at too many levels. Perhaps this could be justified on the grounds that this type of self-access study course has to cater for a wide variety of students with different needs, but it also suggests, as shown in the aims of the course, which are said to be that fluency, use of idioms, pronunciation and grammar will be improved, that the

authors of this course do not fully appreciate students' learning problems, nor do they seem fully aware of the teaching strategies that would be required to overcome them. Clearly, one cannot realistically expect to achieve a great deal in a short course based on listening materials, but it might have made more sense to concentrate on a few more limited aims, even if it meant losing a few of those 'potential customers'. For example, exercise types range from simple comprehension questions on what occurred in the dialogue, through the type of exercise that requires mechanical repetition e.g.

Question:	IF YOU FILL IN FORMS
Question:	If you fill in forms, what must you give?
Cue:	(all the relevant information)
Answer:	If you fill in forms, you must give all the relevant information.

to exercises like the following, which is immediately after the exercise above, requiring students to supply an appropriate idiom in response to a 'bleep'(+++) on the tape.

Cue:	Well, you see, I've never dealt with Transworld shipping before and I think their quotation is much too high.
	Yes, I used to have dealings with them and I always had to +++
Answer:	Beat them down/twist their arm a little.

Thus one is able to cater for beginners, intermediate and advanced students in the same series of exercises.

One particularly useful type of exercise, which would only be of use to those students who already had a good command of the language, gives practice in appropriate strategies for "challenging a suggestion, expressing worry and slowing a speaker down" etc. This is precisely the sort of problem that students would encounter in trying to carry out important negotiations in an appropriate manner.

It will be obvious from the above comments that "Terms of Trade" will have something for all those students who are concerned with business in the medium of English, although far more for advanced students than others. If the course is used by the individual as a means of improving his aural comprehension and widening his knowledge of the vocabulary and expressions, idiomatic and technical, which are appropriate to the field of business, then it will be a worthwhile and enjoyable course. For this sort of student, more advice could have been given on how to do the exercises. No mention is made, for example, as to when the student should refer to the book and when he should just listen to the tape. The presenter of the exercises, who adopts a friendly personal tone, could easily give more detailed advice on what the student should do when in difficulty, rather than asking him to "Please try again". But the course is essentially a course for individual study and cannot be

recommended as suitable for a class, except for providing useful listening material to supplement other courses.

Peter Bint
PELU
Khartoum Polytechnic

b) Williams, Ray, Rabindranath Ray, and John Swales
Communication in English for Technical Students
Orient Longman 1984 Student's Book pp 216 and Teacher's Book pp 92.

As stated on the back cover, this book is "a unique resource-cum-workbook", a revised and expanded version of an earlier work: *English for Technical Students* (Orient Longman 1975) for use in Polytechnics in the Eastern Region of India. It has therefore been classroom tested and the revision and expansion of the book is based on the right amount of feedback. Moreover, it is the result of extensive research, with the collaborative efforts of the British Council, the ODA and the University of Aston in Birmingham; the staff of Polytechnics in the Eastern Region, and the British Council (Division of the British High Commission) in Calcuta.

The book consists of four sections: reading, grammar, word formation, and writing. What is different about this book, perhaps unique, is that the formation of a lesson or a teaching unit is left to the teacher. Material relevant to the needs of a particular group of students may be chosen from any or all of the four sections. The responsibility is, therefore, placed on the teacher - an advantage as well as a disadvantage. It is an advantage because it gives a teacher freedom to choose, and there is plenty of good material to choose from. The claim of the authors of "minimum teaching - maximum learning" will, however, depend on the teacher's competence and experience. The disadvantage, therefore, is that the teacher must be fairly well trained and experienced, in my opinion, to be able to put together an acceptable teaching unit. In spite of the fact that the "Teacher's Book" is a help, an experienced teacher is needed, not a newcomer to teaching EST.

The teacher's book provides excellent guidance on how to deal with each section separately. Nevertheless, it might have provided some lesson outlines or sample lessons for newcomers to EST. Point 12(p 9/3) in the teacher's book which suggests what an individual lesson should consist of, only tells us that "a good lesson will probably concentrate on a Writing or Reading lesson, with appropriate support from the Grammar or Word Formation Sections". More information could have been given here or in an appendix with appropriate hints on lesson construction or some such guidance.

The Reading Section includes "pre-reading" and "reading for information structure". These are not so common in recent EST teaching materials, though they are very helpful. Another addition is guide and comprehension questions in the wide right and left margins close to the points concerned, as is seen in running commentaries or marginal notes found in many text books (similar to the

series *Reading and Thinking in English* by John Moore et al). This arrangement should make reading more profitable and meaningful. A very good feature of the Reading Section is a profusion of diagrams and drawings for illustration and for use as material for various exercises such as labelling, tabulating and transfer of information.
(See Fig.1 taken from page 15)

Reading Section /15

1.3 READING FOR INFORMATION STRUCTURE

1.3.1 The box to the right contains notes that explain how radar works. Add these notes to the correct places in the diagram, where you see an arrow. The first one is done for you. PRINT, very small.

- REVOLVING ANTENNA EMITS RADIO WAVES
- RADAR SCREEN
- WAVE REFLECTIONS SENT TO RECEIVER
- RADIO WAVES REFLECTED BACK FROM AIRPLANE
- AIRPLANE 'PIP'
- 1-30 REVOLUTIONS/MINUTE
- RECEIVER IN AIRPORT CONTROL TOWER
- SIGNALS SPEED : 300 MILLION METRES/SECOND

Fig.1

Each reading unit ends with a free writing exercise termed Explication. E.g. on page 16:-

In addition to airplanes and ships, can you suggest other ways in which radar is used, or could be used? What are the benefits of these other ways?

The Grammar Section uses the same method as is used by Swales in his *Writing Scientific English* (Nelson 1971). It is based on the structural method, e.g:-

a) is/are VERBed by X(the passive with "doer")

Sometimes, the "doer" may be retained in the passive form, when it is important to mention the person, machine, process etc. which carries out an action. For example:

1 'doer'	2	3	
The transmitter	sends out	signals	(active)
⇒ Signals	are sent out	by the transmitter.	(passive)

In this sentence, it would not be enough to simply write *Signals are sent out*, without mentioning *what* sent them out.

b) If X VERBed, Y would VERB

When the writer feels that something is *possible but definitely unlikely*, he uses a different form of conditional:

If { the cable broke, the power would fail.
the bridge oscillated in high winds, it would be very dangerous.
the radioactive waste was not carefully stored, everything nearby would be contaminated.

Fig.2

Many of the more difficult structures are presented in a diagrammatic form as in Fig.2 above. I have tried this visualized presentation on some of my students and had very satisfactory results. See, for example, the presentation of the passive voice on page 95 of the student's book:

1.3 *is/are VERBed* (the passive without 'doer')

The passive is formed in the following way:

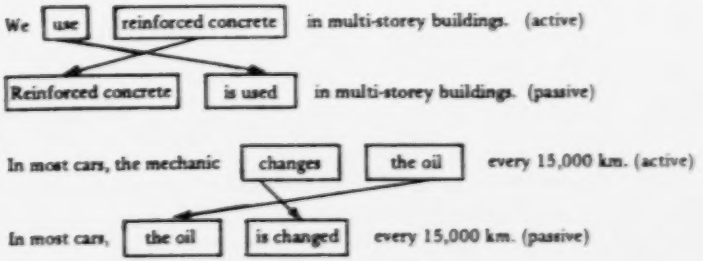


Fig.3

The profusion and variety of the exercises make this section interesting and useful. The approach to the teaching of grammar is explained on p 34 of the teacher's book. A 4-stage approach has been adopted as follows:

1. An explanation of grammatical form.
2. Examples of the grammatical form in sentences.
3. Sentence-based exercises in which students practise getting the grammatical form right; and

4. A text-based exercise in which students put the grammatical form to communicative use, i.e. they have to decide when and how to use the grammatical point.

The notes emphasize that the 4th stage is the most important because the students must be given the opportunity of using the grammar being taught.

The Word Formation Section is, perhaps, the most serious attempt ever made by ESP materials writers at teaching vocabulary. It is not merely a list of vocabulary items with their meanings according to context. It attacks the subject literally at its roots. The various groups of words are analysed into their roots and affixes and the meanings of the affixes and of the various derivatives are given. Enough exercises are given to enable the student to assimilate each of the points made. Although it is not made obvious, the general plan of this section is based, rather loosely, on word classes starting with nouns, e.g:-

Nouns that end in -ment, -ance ....

Examples:

Move+ment	movement
Appear+ance	appearance

(p 146)

and:-

Words beginning with re- .....
(e.g. revolve ...., resist, ...react)

+Explanation

Practice in these is given in tabular form. A list of words beginning with a particular affix is given and the student is asked to give another class derived from them plus the meaning of each derivation.

The Writing Section is the last section in the book. It starts with the general mechanics of writing: Thinking of the reader ⟶ organization ⟶ style ⟶ flow ⟶ accuracy. Each of these items is exemplified and analysed. This introduction is followed by sentence structure in which the most characteristic scientific structures are given(i.e. the structures most commonly found in Science) and enough practice is provided for each. Next, the paragraph is tackled and finally longer writing exercises, such as reports, graph analysis, commentary on data, discussions, answering essay type examination questions, and letter writing. This section ends with the analysis of an examination paper on Economics and how it should be tackled. Particular attention is given to the importance of understanding the instructionscorrectly. However, one would have expected the book to end with the analysis of a more relevant paper.

As a resource book for an experienced teacher, the book is excellent. As a work-book it is rather cramped. There is not

adequate space for writing when completing the various sets such as labelling and other blank-filling exercises (see Fig.1). The quality of paper and the type could be improved, especially since the book is meant to be written in. On the other hand, the light green tint is excellent for work-book paper.

A.V. Lambrou
English Language Servicing Unit
University of Khartoum

4. SHORT NOTICES

a) Items Received

i) *EMP Newsletter* (English for Medical and Paramedical Purposes) Vol.2 No.2, 1985.

Edited by Nigel J. Bruce
Published by the Medical Skills Division, Health Sciences Centre, Kuwait University pp 56

This newsletter is well-produced, informative and stimulating. Although this issue claims to have "leaned a little more over to ESP", to correct the bias towards Medical Education in the last issue, the emphasis is still very much on EMP, as the three major contributions reveal: firstly, there is "Profile: France", which calls for a national organisation to provide adequate English language instruction for both students and professionals in the medical and pharmaceutical fields, secondly, an article on Specialist Medical English Lexis and thirdly, an account of the educational principles used in a recently established medical school in Australia.

This latter article, entitled "Medical Education for Capability" by Charles Engel, is indeed of considerable general educational interest, because the training programme at this particular medical school has been developed around a philosophy of learning, as advocated by Education for Capability (see Education for Capability Symposium held at RSA on 2 December 1981). This has resulted in an exciting approach to training. Instead of lectures and science laboratory exercises, students work together in small groups trying to solve particular problems. In this way, students find out about what they need to learn and, gradually, they acquire responsibility in deciding what they should learn for themselves and in how much depth.

Other sections of the newsletter include Abstracts, which refers to a number of recent articles in the field of EMP, but is also available we are told for summaries of "work in progress", and a Conference Report on the 1985 TESOL convention held in New York, giving details of a selection of papers and seminars. There is also a very useful list of forthcoming conferences, which will be of interest to English language teachers as well as academics.

On the final page of the EMP Newsletter is an appeal for correspondents, who are asked to contribute ideas and to establish contact with other readers having similar interests. A bulletin will be published every four months to help with the exchange of information received and to encourage contact between those working in the same field.

This Newsletter offers a valuable service to all those interested or working in the field of EMP. We hope that it will enjoy the wide readership and support it so evidently deserves.

Peter Bint
PELU
Khartoum Polytechnic

ii) *Courtroom Discourse*, by Richard Mead,
Discourse Analysis Monograph No.9, 1985,
University of Birmingham

Courtroom Discourse is a welcome addition to the sparse shelf of books on legal language. The author analyses a variety of spoken English discourse - courtroom discourse - drawing on a corpus of data collected in Malaysian magistrates' courts. He argues that a discourse analysis that does not take account of external factors (i.e. non-linguistic) falls short of an adequate description. Such external factors, in the situation he is concerned with, are the use of interpreters in Malaysian courts, where English enjoys a considerable status, the rule that a Magistrate must make notes of the proceedings in his own hand and the rules governing magistrates' courts.

Making use of those external factors, Mead discusses how these factors influence the linguistic structure of the discourse. He interestingly distinguishes three bands of discourse. Band 1 is concerned with the creation of evidence by the participants: witness, counsel and magistrate. Band 2 deals with the discourse of the evidence created by the interpreter and witness, using a language other than that employed by the court. Band 3 is concerned with the process by which the participants negotiate the official Record of Proceedings, where the Magistrate speaks from the record and the counsel speaks to the record.

Those who are familiar with models of discourse analysis as posited by Sinclair and Coulthard(1975), Coulthard and Ashby(1976) and Berry(1981) will derive valuable insights from the intelligent way in which Mead compares those models with his own. The teacher, the doctor and the magistrate respectively, all enjoy a high degree of authority and control; yet they differ in how they express their authority, thus affecting discourse structure.

Copies of this invaluable monograph can be obtained from:

English Language Research
University of Birmingham
P.O. Box 363, Birmingham B15 2TT
U.K.

Angele Tadros
ELSU
University of Khartoum

b) Conference Report

SINGAPORE: RELC 1985, CONFERENCE REPORT

The theme of the 1985 SEAMEO Regional Seminar was "Language across the Curriculum", which looked as if it might well be of especial interest to ESP practitioners. Language across the curriculum(LAC) was concerned with investigating the use of language(English) in all(school) subjects and hoped to offer insights that would improve learning across the whole curriculum. The study of language use in other specialisms has been a large part of ESP endeavour for many years. Perhaps then RELC '85 would have a large ESP component.

J. Honey, one of the keynote speakers, told us in detail what actually happened to the LAC movement in Britain when attempts were made to implement the Bullock Report, a woeful sort of where-are-you-now? story as it turned out. No RELC other speaker advocated a full-blown LAC approach to the cross-curriculum learning within a whole institution. Being applied linguists or EFL/ESL teachers most speakers saw the theme more as an opportunity to report on their work in language teaching, rather than how language teachers and subject teachers might cooperate to implement the insights that had been gained into language use and classroom interaction. Even the Plenary Discussion Sessions seemed not to quite grasp this LAC nettle.

In the event, RELC '85 did not advocate an attempt at a resuscitation of LAC as an educational policy nor did it become an exclusively ESP conference, although a number of papers were very ESP orientated. We will give some quick thumb-nail sketches of the ESP presentations that we attended.

J. Swales, in a keynote address argued that genre may be a more useful determiner of the language curriculum than is "purpose" as usually construed. A native speaker has to learn how to operate in a range of genres, both in Life(e.g. writing and reading a confidential reference) and in Academe. In this latter, a genre encompasses such commonly recurring communicative events as writing a research paper or answering exam questions. Such events are not subject specific. The events that constitute a genre have both content schemata(which can largely be left to the subject specialist) and formal schemata(where the language teacher can most help), as well as the conventions observed by the successful practitioners in that field, e.g. the modest "hedging" of the research paper. These formal schemata and the expected conventions of a genre vary from one language to another: ESP should devote attention to the analysis of these genres as they are realised in English and teach them.

It is also vital that language teachers do not exploit subject texts as if they were traditional language teachers' "reading comprehensions"(a genre in themselves?), but devise tasks that are compatible with the role those texts play in the teaching of the subject itself.

Larry Selinker gave the other plenary paper that was of major interest to ESP teachers: - "Interlanguage Performance in different Discourse Domains".

His paper, in Selinker's own words, "complements and balances" Swales' paper, which is not surprising since both are now working at the University of Michigan. His first hypothesis was that students cannot learn to become more precise in the language of academic subjects without control over the content of the domains they are learning. Therefore, the domains have to be manageable.

His second hypothesis was that learning can only take place in terms of domains internalised by the learner himself, i.e. background knowledge of the content area is a prerequisite for language learning. The learner may have control of the content of a domain, but not necessarily of the language, a feature which most ESP teachers are familiar with and which it is their purpose to remedy.

The key concepts associated with discourse domains are control and precision. Having gained control over the content of a domain, the learner may need to be as precise as possible, although as Alan Davies(1984) says(quoted in Selinker's paper), "learners of second languages(are) not concerned with final outcomes(i.e. with becoming native speakers), but rather with partial outcomes". Fossilisation (another key interlanguage concept) occurs when co-operation between learner and the person he is communicating with does not take place. Selinker provides the example of the Turkish immigrant in West Germany who is continually hassled by bureaucrats and is unable, as a result, to fill in a simple form after two years residence there.

Selinker provides empirical data to show that learners operate at different levels of proficiency within different discourse domains. Thus, a learner who has control over one discourse domain may also have control over its presentation, but when placed within a different discourse domain over which he has no control whatsoever, the learner may become quite incomprehensible.

We await with interest further developments along this genre-domain axis, which may offer a solution to the problem of generalisability in ESP teaching.

Other papers in the parallel sessions of particular ESP interest were given by:

V.K. Bhatia, Singapore, probably still the expert on ESP for legal studies, demonstrated his exploitation of legal texts in the language classroom.

R. Baumgardner et al from Sri Lanka provided a case study of an

ESP Engineering course for two levels: diploma and degree at universities and colleges in Sri Lanka. Sri Lanka is an interesting EFL case because it has changed from an ESL to an EFL situation. Baumgardner et al. are attempting to improve the students' English by means of integrated skills and teamwork by the students.

M. van Naerssen and M. Brennan from Hong Kong gave a number of interesting "quick and dirty" methods of collecting suitable specialist material. Interestingly, they stated that the ESP lecturer does not need to become knowledgeable in the subject specialism - a viewpoint strongly contested by the writers of this report.

Koh and Cheung, Singapore, argued in favour of the integrationist approach, rather than the collaborationist, stating that the latter is too restrictive. Their problems of teaching classes of 200 students is neatly solved by dividing the class into companies so that each student assumes a role. The roles are rotated so that each student plays that of boss and worker. This project is in use at Nanyang Technical Institute in Singapore.

K. Chellapan, India, gave an interesting theoretical base for teaching language through scientific content.

R. Heath, Singapore, works in primary schools there where he is particularly interested in teaching writing skills. He rightly stated that the English teacher's concern when teaching writing should be on teaching information sequence before the pupils write, not afterwards. It would seem that discourse structures have not percolated through to the primary level where teachers are concerned with the surface features of spelling and correct grammar, etc. Heath aims to make his pupils considerate writers, by getting them to produce reader-based prose. He therefore gives them a discourse structure to work from before they write and takes them through the processes of brainstorming, study of similarly structured texts and the construction of information matrices. He claims good results.

Bernard Mohan (University of British Columbia, Canada) outlined his cognitive framework for the teaching of reading through content. Although his framework showing the connection between language and content may appear simplistic, it is useful because it picks out the knowledge structures for the students. Bernard Mohan is working with non-native English speakers in Canada (e.g. Kwakiutl Indians) and is therefore not ESP-oriented. Nevertheless, his aims are generalisable to ESP, i.e. to aid communication, to develop language learning, to develop the thinking process, and to be flexible and to allow for a range of teaching and learning styles.

Both the writers of this report, in their presentations, gave theoretical justifications and practical demonstrations of ESP courses at Unitech which have grown out of very close coordination with the teaching in the subject area and thus enjoy a degree of attention to the content of that specialism.

Finally, the Seminar did perhaps not really take the LAC concept much further forward, but it did produce many papers of both

theoretical and practical interest to pedagogical linguists a number of which were of great ESP interest.

Bill Robinson and Colin Barron
Unitech
Papua New Guinea

c) ESP News

i) The University of Edinburgh, Institute for Applied Language Studies, is offering a series of short courses in English for Medicine from October 1985 to September 1986. For further details, please contact:

Institute for Applied Language Studies
University of Edinburgh
21 Hill Place
Edinburgh, SCOTLAND VK EH8 9DP

ii) Edward Richards, formerly Supervisor of the English Language Unit, Science, at the University of Kuwait, has recently taken up the post of ESP Adviser, Tunisia, at the Institut Bourguiba des Langues Vivantesunder the British Council directed KELT scheme. He is interested in the exchange of ideas, materials and newsletters which would be made available to ESP practitioners in Tunisia through the ESP Advisory and Resources Centre established by his predecessor, Chris Kennedy. Those interested in the ESP Project, Tunisia, and who would like to receive copies of the journal "TESP Newsletter" are invited to write to:

ESP Adviser
The British Council
5 Place de la Victoire
Tunis 1015 RP, TUNISIA

iii) There will be a five-day Conference/Workshop on "Teaching Academic and Technical Writing to Non-Native and Native Speakers: Exploring the Common Ground" from June 30-July 4, 1986 at Ann Arbor, Michigan, U.S.A. (Sponsored by the Technical Communication Program, English Language Institute, The University of Michigan).

iv) The *ESP Journal* - Change of Editors

Grace Burkhart has resigned as Editor and becomes Consulting Editor. The new editors are Ann Johns and John Swales. Henceforth manuscripts, correspondence and items for possible review should be addressed to:

Ann Johns
Department of Academic Skills
San Diego State University
San Diego, CA92182(U.S.A.)

or John Swales
English Language Institute
The University of Michigan
Ann Arbor, MI48109(U.S.A.)

ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA

ISAGA

International
Simulation
And
Gaming
Association

17 th Annual International Conference

Theme : Simulation & Communication

University of Toulon, French Riviera

Main Conference : 1 - 4 July 1986

The general theme of the conference,
« Simulation & Communication »,
is to be interpreted as broadly as possible,
to include such areas as :

social interaction, intergroup relations, language learning & behaviour, attitudes, intercultural communication, negotiation; conflict, decision & policy making, management communication, development, media, information technology,...

Session types include :

keynote presentations, talks, buzz groups, debates, participation workshops,...

Pre-conference workshop : 28 - 30 June 1986

participation session in a special version of NSIST

an on-going, world-wide, multi-institution, educational simulation, involving multi-lingual communications & international relations, assisted by micros, mainframes, telecommunications & satelites, & affiliated with the University of Maryland, USA

Post-conference summer school : from 7 July

courses in French as a foreign language (reduced rates for conference goers)

Please note that early registration is recommended as places are limited, especially for the pre-conference workshop

---

For more information, please contact :

Crookall / ISAGA 86, Université de Toulon, Ave de l'Université
83130 LA GARDE, France. Home tél. : 94.75.48.38

ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA • ISAGA

NO. 22 August. 1986

espmena bulletin

english for special purposes in the middle east & north africa

ESPMENA Bulletin is normally published twice a year. Deadlines for the receipt of contributions and advertising copy are:

15th March 15 October

Contributions and correspondence on all matters connected with languages for special purposes are welcome especially those related to the Middle East and North Africa. In particular readers are urged to send us news of all relevant research and materials development projects, new courses and events such as conferences and workshops. Suggestions for new features and other improvements to the Bulletin would be appreciated. Publishers are requested to send review copies of ESP textbooks and other books especially relevant to ESP.

Contributors are asked to note that, in view of our policy of publishing with the minimum delay, and of the time normally required for an exchange of correspondence, we reserve the right to excerpt, condense and make minor alterations to contributions unless they are clearly marked as not to be altered; in the latter case permission will be sought for any changes.

ESPMENA Bulletin hereby gives permission to reprint material in this issue not attributed to any other published source, provided the author's consent is obtained. Credit to ESPMENA and the author should be given, and two copies of the publication in which the material appears should be sent to the editors.

SUBSCRIPTIONS AND BACK NUMBERS

One year's issues sent by airmail: £ Stg 4.00 or $US 8.00. Payment should be made by hard currency cheque or International Money Order and should be made payable to ESPMENA Bulletin.

Subscribers in the Sudan are requested to make their payment by local currency - LS 8.00 to Angele Aziz Tadros.

Reprints of back issues of the Bulletin from No. 10 onwards are available from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304.

Copies of earlier issues are available from the Editors at a cost of £ Stg 1.50 or $US 3.00 or LS 3.00, sent by airmail. Hard currency cheques or International Money Orders should be sent with orders and made payable to ESPMENA Bulletin.

ADVERTISING

Advertising copy should preferably be camera-ready. The current normal rates are: full page (18 x 14): £ Stg 75/$US 150
half page (8 x 14) : £ Stg 40/$US 80

Reduced rates are available for advertisers who book space in three consecutive issues in advance.

C O N T E N T S

1. ARTICLE

'LSP and Interlanguage : Interlanguage and LSP'
Larry Selinker..... page 1

2. TEACHING AND LEARNING MATERIALS

'Negotiating the ELTS Obstacle'
Peter Foster .....page 13

3. REVIEWS

a) Swales, John, Episodes in ESP
(Ross Graham) .....page 20

b) Cumming, James, Architecture and Building Construction
(Peter Bint) .....page 26

4. SHORT NOTICES

a) Journals and Newsletters .....page 30

b) Conferences .....page 31

c) Courses .....page 32

d) Eric Services .....page 32

****

Editors : Peter Bint — English Language Unit (PELU), Khartoum Polytechnic

Peter Foster — Sudan English Language Teaching Institute (SELTI)

Angele Tadros — English Language Servicing Unit (ELSU), Faculty of Arts, University of Khartoum, P.O. Box 321, Khartoum, The Sudan

****

Published by the English Language Servicing Unit, Faculty of Arts, University of Khartoum.

1. ARTICLE

LSP AND INTERLANGUAGE: INTERLANGUAGE AND LSP*

Larry Selinker
English Language Institute, The University of Michigan

a) Introduction

It is clear from reading the research literature in each, that language for specific purposes (LSP) studies, on the one hand, and interlanguage (IL) studies in second language acquisition (SLA), on the other, have by and large developed independently of each other. And, furthermore, that these two sub-fields of applied linguistics hardly know each other. One point I wish to make in this essay is that this is a shame since, in some central sense, each needs the other.

In the past several years, I have attempted to argue this point trying to show that the data overlap, and that scholars from each area often do (or at least should do) similar things. I have argued this from the IL perspective (e.g. Selinker, 1984) and from the LSP perspective (e.g. Selinker, In Press), but I have not to date provided a general statement from the LSP point of view. The goal of this paper is to try to further open the discussion by summarizing some of the arguments from each perspective, with emphasis in this paper on the LSP side.

b) From the IL Side[1]

Though it would take a great deal of evidence to document the claim, it is clear that IL studies has not done well in terms of integrating context into its SLA concerns. In order to help tackle the integration of context into IL studies, one needs to be clear on what has been keeping IL scholars back. One main reason is that many IL scholars - - myself included - - have at times been preoccupied with studying isolated sentences, preoccupied, I believe, because of our training in linguistics. And even in IL discourse studies we often get trapped by another constraint, by the machinery of countable things and stay away from sociofunctional reality. At times, there is even some apology in the literature about the lack of clear relationship of the empirical results which are obtained to "spontaneous performance" (e.g. Kellerman, 1984, 116-117). I always ask of such quantitative work: How can one quantify such important interactive concepts such as "effective communication" or "rhetorical strategy", except in the artificial manner of using "judges".

To make progress here in integrating context into IL studies, I have proposed (Selinker, 1984, 341) two criteria:

1) that the context studied be well defined, and
2) that it be sociofunctionally real and important to the learners under study.

I have urged colleagues in IL and SLA research to look into the LSP literature for its very real relevance to IL learning. LSP represents a set of contexts where vast numbers of non-native (NN) speakers learn and use ILs. As we in LSP know (but colleagues in IL and SLA do not seem to know) much descriptive work has been done on scientific and technical contexts, on a macro-level by people in ethnomethodology, technical writing, sociology of science, etc. This background work, regularly used by LSP practitioners, should help IL researchers get away from what some think is a current overemphasis on product research into a more hypothesis forming phase, where the hypotheses are related to important sociofunctional contexts.

On a micro level, there is an applied linguistics literature of rhetorical/grammatical (R/G) correspondences in written English for Science and Technology (EST) texts. [see Trimble, 1985, for an updated statement of this literature]. From an IL perspective, one wonders how these R/G principles are mirrored in the IL talk and writing of second and foreign language learners who are trying to master technical subject matter in a second or foreign language. Above, I stated that these two sub-fields of applied linguistics - - IL and LSP - - hardly know each other and this is a shame since some of what each does is overlapping. For example, one sees extensive work in IL "strategies of communication" (e.g. Faerch and Kasper, 1983, and all the studies cited there) that could be informed by work on the use of strategies in the LSP area. For instance, Mohammed and Swales (1984) discuss strategies used for coping with technical instructions, collecting in delayed protocol form IL data as well as native speaker (NS) data. "Field familiarity" is a most important predictor of results in this case. Here, it seems to me, quantification has been reasonably subordinated to discourse and contextual constraints.

In arguing for IL studies to look to well-defined and sociofunctional real areas of context, the area of what we are calling "specific purpose acquisition" comes to mind. Do specific purpose contexts shape IL behaviour? Does the well-known phenomenon of complexification of IL structure over time affect IL differentially in specific purpose concepts? Are language transfer effects, fossilization effects and so on

related to such contexts? I have a strong feeling that the answer is "yes" in each case, and that IL specialists have been blind to this.

Section 7 of Selinker and Gass (1984) presents six SLA problems in specific purpose acquisition. Each problem presents goal-oriented IL talk in a well defined LSP setting. The settings covered concern a Spanish speaking MA student in civil engineering, a Chinese speaking MA student in computer engineering, a German teaching assistant vs a Spanish speaking teaching assistant in mathematics courses, and transcripts of Filipino nurses in a murder trial. These areas all concern important real life problems. The foreign or overseas graduate student in the US and Great Britain has been studied and thought about in LSP. When such a student has to teach undergraduates for basic income, as happens in widespread fashion in the US, the complications of language and subject matter can be quite enormous (see, e.g. Bailey, et. al., 1984, Rounds, 1985). The difficult situation that can occur when testimony is given in IL talk is detailed in Naylor (1980). All this relates to the role of input in SLA and this subject is covered in detail in Gass and Madden (1985). Each of these areas concern IL data that I am convinced is intractable to reasonable analysis without careful integration of the real life LSP context in which the IL talk or writing occurs.

c) From the LSP Side[2]

We begin with the observation that in pedagogical terms, there is no coherent theory of LSP (Widdowson, 1983) and that important decisions affecting learners are regularly being made on unprincipled grounds. I believe that LSP will continue to lack that theory until it carefully integrates into its concerns the IL talk and writing that our students produce in abundance. One hears LSP practitioners attempting to avoid Widdowson's point by saying that they use an "eclectic" approach. Widdowson correctly responds by pointing out that an eclectic approach must also be principled at each point of pedagogical decision making. I interpret the argument to mean that since each part of the eclectic choice must be principled, the very principling of an eclectic approach is even more complicated by its very nature. Not only must each part be principled, but their interrelations must also be as well. This task appears to me to be analogous to providing not only a principled theory of linguistic levels, but also of their interrelationships, a notoriously difficult job.

In Selinker and Douglas (1985 and In Press), we argue for a discourse domains view of IL, where it is at least possible that IL forms are related to the attempted expression of meaning with regard to such contextual factors as importance to

BEST COPY AVAILABLE

the learner, subject matter, audience, and so on. In the (1985) paper, we present empirical evidence that at least one LSP domain and one non-LSP domain are, in fact, associated with some differential results on the consequent IL structure and in the way non-native users of English actually structure information in IL discourse. We hypothesize that IL and LSP are united, here, in the following non-trivial way: that the important learning processes such as language transfer and fossilization - - processes which LSP teachers regularly complain about - - do not occur universally across an IL, but rather differentially within discourse domains. It is this differential IL structure related to LSP domains that LSP practitioners must begin to take notice of within a broader teaching/learning approach than is usual in LSP studies.

It is important that LSP practitioners do not think of fossilized learner ILs as necessarily "negative". There seem to be good reasons in terms of learner strategies why they arise. Klein (1984) suggests that there are advantages for fossilized learner ILs if the freezing takes place "at not too elementary a level". If research proves this latter point to be correct, we may be approaching an understanding to the widespread prevalence of fossilization. This could prove especially important to LSP teachers who worry about this phenomenon and some even report becoming "pessimistic," by their own words. In the past year or two, I have presented Klein's view (that fossilization may have advantages for communication and learning) to colleagues who are worried about this phenomenon and it seems to help. LSP researchers might wish to devote some effort to investigating the positive aspects of fossilization. In any case, I have always thought that pessimism is unwarranted here, that one could teach round fossilization, especially within certain LSP discourse domains.

Also important to LSP practitioners is the possibility that learning and communication strategies work according to discourse domains, as well, and in our various papers, listed at the end of the article we try to provide some rationale for this hypothesis. Learner strategies are important to an understanding of the teaching process. Wenden (1985) provides a summary of the research and the arguments as to why this should be so. (Unfortunately, she does not include the LSP enterprise in her thinking.) The research problem for us becomes to try to understand exactly under what conditions learning and communicative abilities in one domain are extended to another through domain transfer. I know of no papers on this topic.

To take one well-known example from the LSP/EST literature: foreign students of science and technology in the US appear to fail to communicate their intended meanings

through not observing distinctions that technical writers make and by transferring rules underlying IL forms learned in "general English" to EST. Such students may have been taught, for example, that English tenses are chosen according to criteria related to time considerations. This choice works, of course, in some English genres, but may not work when the student is attempting to write up a lab report, i.e. produce IL writing which discusses apparatus used in an experiment. Lackstrom pointed out a long time ago (Lackstrom, Selinker & Trimble, 1972) that what appears to happen is that the work of the student writer is all finished, the work of other researchers he/she might mention is finished, his conclusions have all been arrived at, etc. The student may feel that it is a reasonable strategy to put all tenses used in the past, thus failing to observe the considerable variety of tense usage that is found in technical writing and which appear to be due to factors other than solely temporal considerations related to the act of writing. (See Trimble, 1985 for an updated statement of these and similar concerns in an R/G framework.)

It is clear that we need to seek a coherent framework whereby the relationship of IL to LSP is integrated into LSP thought. If language transfer and fossilization effects and various learning and communication strategies are potentially differential according to LSP and non-LSP discourse domains, then this must relate to what Widdowson (1981) calls specific "textualization" of rhetorical features. The important hypothesis is that these specific textualization features are not necessarily transferable to other "domains of use" (Widdowson's term), but may transfer, as in the above example, where they are not appropriate. In this way of thinking, ILs related to LSP domains must be restricted in several senses, largely, I would say, unknown. ILs tend to be used here for a set of restricted purposes and, in ways unknown to us, must be structured accordingly as the learner is trying to acquire the vocabulary signals and schemata of a particular LSP area.

What follows from this, unfortunately for LSP practitioners, is that little is known about the IL linguistic content of achievement in LSP contexts. Which IL forms and which IL rhetorical structures are associated with successful LSP domain learning and which IL forms and IL rhetorical structures are associated with unsuccessful LSP domain learning? [This issue is discussed in Selinker (In Press).] It is trite to say that we need research. The most important and urgent question of relevance is: How do we conceptualize this difficult task? Davies (1984) may have provided a way for us to proceed. In his well articulated introduction to the book Interlanguage (if you are going to read one IL book in the next five years, make it this one!), he argues that "learners of second languages are not concerned with final outcomes (i.e.

becoming native speakers), but rather with partial outcomes." I interpret this to mean for LSP contexts that learner "partial outcomes", i.e. IL talk and writing, when they "get the job done" in a particular context may very well achieve an IL base for that context upon which the learner's language can grow in terms of precision in expressing intended meanings. This is what Swain (1985) calls "comprehensible output."

Davies (1984) continues the argument by providing a perspective which I interpret as important for the intersection of LSP and IL:

> We have yet to realize the potential of (the concept of interlanguage), namely that there are acceptable and usable levels of achievement in language learning which do not approximate native speaker outcomes. What interlanguage may yet do is to provide a satisfactory explanation of this "partialness", i.e. it may be that second-language learning is actually promoted by the recognition and rewarding by teachers not only of correct part-knowledge but also of incorrect part-knowledge. (Davies, 1984:xii, emphasis added)

This latter thought is most important and potentially revolutionary if its implications are seriously carried into LSP teaching. It has always been clear, I assume, that learning is promoted by "the recognition and rewarding by teachers" of "correct part-knowledge", that is where the learner's IL output is congruent with expected target language (TL) norms. Could it also be possible that learning is promoted by such recognition and rewarding of "incorrect part-knowledge", where the learner's IL output is divergent from such expected norms, i.e. what used to be called "errors"? But surely Davies overstates the case. It cannot be that such recognition and rewarding of all incorrect part knowledge promotes learning. It must surely be the case that such recognition and rewarding of only some incorrect part-knowledge could actually promote learning. So the research question becomes: which incorrect IL forms and structures in which LSP contexts when recognized and rewarded promote learning in those contexts?

We have yet to explore the possibility that there may be value in LSP teaching of the recognition and rewarding by teachers of some types of IL knowledge, which happens to be judged as "incorrect". Whatever the correctness factor, for a variety of reasons, we may wish to systematically reward the IL produced by learners that "gets the job done" in LSP discourse domains. This is an important point and should not be misunderstood. I am not talking about mere "toleration" of

errors in IL talk and writing that gets the LSP job done. But the recognition that the learner may produce some IL forms "naturally" in LSP situations because he/she is following learner strategies and that these may actually help get the LSP job done and, furthermore, that these may help get the job done if, and only if, they are rewarded. That is, such rewarding may actually help promote learning of the kind we all want. I realize that this statement may go beyond Davies' intentions and will be contentious to some, but its resolution can only come about through careful open-minded research as we observe learners establishing and accessing LSP discourse domains. To sum up the argument to date, recall that we have proposed (Selinker and Douglas, 1985) that learners as language users, in creating ILs first create discourse domains, sometimes very personal ones. These concern various "slices of life" that are important and/or necessary for the learner to talk and/or write about, and that as a result, IL structure is created differentially within these domains. I have suggested above some of the important implications of this notion for LSP. I now turn briefly to consideration of the LSP testing enterprise in terms of a discourse domains view of IL.

Douglas (1984), in applying this theoretical view of IL to the language testing enterprise, argues that the specification of the discourse domain with respect to each testing task in a language test will provide the scorers of the test with a handle, a frame of reference within which to interpret performance of the test taker. It is claimed that domain specification within language tests will lead to better planning of the questions by test takers and thus to more reliable scaling by scorers. We have tried to spell all this out in detail in Douglas and Selinker (In Press) for the language testing enterprise in general[3]. It is our thesis that test takers, in order to use the current state of their IL at a particular time in a particular test, must create a context for particular items as texts in tests. Importantly, they create personalized contexts, we believe, whether the context is specified by the test writer or not. Concerning LSP tests, it follows that the closer the LSP contexts supplied by the test writers are to prototypical internal contexts created by test takers [in our terms, discourse domains], the more likely it is that the test in question will engage the test taker's ability to perform the LSP task at hand, thus reasonably measuring the current state of the use of the learner's IL knowledge in that LSP context.

It is reasonable to suppose that during the taking of an LSP test, the test taker will attempt to render the test or test item intelligible. We think that, in order to do this, the test taker will do one of three things and that these

choices are ordered: a) s/he will first try to engage an already existing LSP domain, whether initially temporary or fossilized; if a) does not work, s/he may contextualize by creating a temporary domain for the test item in question; or c) if neither a) or b) work, s/he will struggle for contextualization in some sort of random manner. In Douglas and Selinker (In Press), we illustrate our claim that test takers create context in responding to test tasks by presenting data from the SPEAK test of TOEFL given to a group of students, foreign teaching assistants enrolled in an LSP class, who come from various subject areas: chemistry (2), computer science (2), biology (2), chemical engineering (1), metallurgical engineering (1), Romance languages (1), Greek and Latin (1), business (1) and pharmacy (1).

Our data show a number of things: first, that the subjects take different approaches or strategies to respond to the test tasks. Second, we see in our data some evidence of a relationship between the strategy used and the field of specialization of the test taker, where we hypothesize that an already existing domain is engaged (choice (a) in the previous paragraph). In this case, in our data, when an already existing domain is engaged, non-personal responses do not appear, even when called for by the test question. When this relationship is not evident, we feel we are often able to infer choice (b). Third, we were interested to see that choice c) in the previous paragraph showed non-systematic IL rhetorical variation at work (See Ellis, 1985a for the importance of non-systematic variation in the development of IL.) In that the testee studied showed that she was not in control of any domain related to the particular question, but was floundering and groping. Fourth, some of the test responses seem to us to be particularly well organized in a rhetorical sense. Such learners appear to us to be well trained in the test taking task. In our perspective, the test taker here has developed a test taking "meta-domain" which controls domain use. It is clear that success in doing LSP test tasks depend not only on "correct" interpretation of the task, but also of rapidly creating the frame in which the successful answer can fit into the test scorer's preconceptions. The best strategy would appear to be a), i.e. accessing an already established LSP domain, combined with good meta-domain control.

d) Some Research Questions

As we try to integrate, in a principled manner, the IL talk and writing that our students produce into LSP concerns, some areas of research[4] immediately present themselves. Some of these seem to be crucial to the pedagogical effort; some are more important as long-term background information for LSP as a research area:

1. In detail, how does restricted LSP domain use differ for native speakers (NSs) and non-native speakers (NNSs)?

2. In terms of NNSs, how would domain specific recognition and reinforcement of some types of incorrect part-knowledge aid LSP learning?

3. Which IL forms and structures in which LSP domains are associated with successful LSP domain learning and which IL forms and structures are associated with unsuccessful domain learning?

4. What would be the shape of LSP pedagogical principles that specify IL form and structure by LSP discourse domain?

5. What would be the shape of LSP testing principles that specify IL form and structure by LSP discourse domain?

6. In those LSP situations where fossilization is beneficial to learners (see above) vs those where it is not, which teaching methodologies encourage the learner not to go on growing in that LSP domain? Do certain approaches to teaching restrict textualization skills, for example. (This research area was suggested by Karl Drobnic.)

7. If fossilized IL systems are "natural" and if they have benefits to the learner, what aspects of the IL system may we want to try to encourage to fossilize and which discourage? Namely, we need to know "the key" to the arrest of the IL system, i.e., to the onset of fossilization. (This research area was suggested by Ann Johns.)

8. In the teaching effort, which areas of fossilization should we plan for? If we have a specific LSP target in mind, do we teach that target or "past that target", in some sense. That is, some exaggerated version of the target. What would be the effect on the learner's IL in LSP domains of such planned teaching? (This research area was suggested by Judy Winn-Bell Olsen.)

9. Does the learning of any item for a specific purpose develop, in some learners at least, certain abilities that can be generalized or are these restricted by domain?

10. Does teaching-LSP actually limit some set of concepts to the domain in which they are learned? Are there individual variations here?

11. If some set of LSP concepts are transferable to other domains, how does domain transfer work? How is it triggered?

12. Do IL forms and structures attached to particular LSP domains get transferred to other domains if the concepts to which they are attached prove to be transferable?

e) Conclusions

Both of these fields, LSP and IL, are young. Swales (1985) has set the beginning of LSP at 1962. Most scholars in SLA set the beginning of that field five years later with the publication of Corder (1967). It is important in judging young fields, in their lack of "solid" results, not to be impatient. I feel that we have come a long way in both fields in just over and under 20 years. I think of sibling fields, e.g. the study of grammar is at least 2,500 years old, as is the thinking and talking about language pedagogy. We have at least been able to solidify each of these as subject areas, beginning to understand their dimensions.

But how do we integrate them where it is reasonable to do so? It is clear to me that I have not been successful, to date at least, in convincing colleagues in the IL area to begin to talk seriously to colleagues in LSP. Considering LSP as an important set of contexts where vast numbers of NNSs use and learn (and fossilize) IL has not received a successful response. In fact, I have heard some discouraging stories in some countries concerning colleagues in these two sub-areas of applied linguistics not communicating. At the 1985 Fifth European Symposium on LSP, held in Leuven, not one IL colleague came, even though it is only a few hours travel time from SLA centers in Paris, Utrecht, Nijmegen... On the other hand, I have found colleagues in LSP often quite open to the idea of needing to seriously account in their teaching and research for the structures and functions of the IL talk and writing produced by their students. And following my own advice, I am trying not to be
impatient with colleagues in SLA over this matter.

In this essay I have tried to briefly sketch why we need each other. I welcome reactions to these thoughts. There is the potential of a strong two-way set of benefits here.

Footnotes

* I have had extensive discussions on these matters with my colleagues Dan Douglas and John Swales. I thank them for feedback and insights. They should not feel responsible for my personal interpretations here.

1. Some of the argumentation in this section has appeared in Selinker (1984).

2. Some of the material in this section has come about through valuable give and take with my colleague Henry Widdowson, who is not responsible for my interpretations here.

3. In Douglas and Selinker (In Press) we produce 14 general testing principles in terms of construction and interpretations of tests. Each of these principles has an LSP analog, which I will not produce here due to space considerations.

4. Some of these questions come out of a joint seminar which Widdowson and I conducted at the TESOL SUMMER INSTITUTE, 1984 [Oregon State University, Corvallis]. I wish to thank Karl Drobnic and Wayne Haverson for providing an intellectual situation where a good deal of useful cross-fertilization of ideas was possible. Individuals responsible for particular research suggestions are thanked where appropriate.

REFERENCES

Bailey, K.M., F. Pialorsi, J.Z Faust. 1984. Foreign Teaching Assistants in U.S. Universities. National Association for Foreign Student Affairs.

Corder, S.P. 1967. The significance of learners' errors. IRAL. 5.4: 161-170.

Davies, A. 1984. Introduction. In: A. Davies, C. Criper and A.P.R. Howatt (eds). Interlanguage. Edinburgh University Press. ix-xv.

Douglas, D. 1984. Communicative competence and tests of oral skills. Paper presented at 1984 TOEFL Invitational Conference.

Douglas, D. and L. Selinker. In Press. Principles for language tests within the 'discourse domains' theory of interlanguage: research, test construction and interpretation. Language Testing.

Ellis, R. 1985a. Sources of variability in interlanguage. Applied Linguistics. 6.1. 118-131.

Ellis, R. 1985b. Teacher-pupil interaction in second language development. In: Gass, S. and C. Madden (eds). Input in Second Language Acquisition.
Newbury House.

Faerch, C. and G. Kasper (eds). 1983. Strategies in Interlanguage Communication. Longman.

Gass, S. and C. Madden (eds). 1985. Input in Second Language Acquisition.
Newbury House.

Kellerman, E. 1984. The empirical evidence for the influence of L1 in interlanguage. In: A. Davies, C. Criper and A.P.R. Howatt (eds) Interlanguage. Edinburgh University Press. 98-122.

Klein, W. 1984. Some remarks on the syntax of learner varieties. Unpublished ms. Nijmegen.

Lackstrom, J.E., L. Selinker and L.P. Trimble. 1972. Grammar and technical English. English Teaching Forum. 10.5: 3-14.

Mohammed, M.A.H. and J. Swales. 1984. Factors affecting the successful reading of technical instructions. Reading in a Foreign Language. 2:
206-217.

Naylor, P. 1980. Legal testimony and the non-native speaker of English: the problem of linguistic and cultural interference in interethnic communication. Unpublished ms. Ann Arbor.

Rounds, P. 1985. Talking the Mathematics Through: Disciplinary Transaction and Socio-Educational Interaction. Unpublished Ph.D. dissertation.
University of Michigan.

Selinker, L. 1984. The current state of interlanguage studies: an attempted critical summary. In: A. Davies, C. Criper, A.P.R. Howatt (eds). Interlanguage. Edinburgh University Press. 332-343.

Selinker, L. In Press. Understanding interlanguage within academic discourse domains. In: M.K. Tickoo (ed). Language Across the Curriculum: Proceedings of the Annual RECL Seminar, 1985. Regional Language Centre, Singapore.

Selinker, L. and D. Douglas. 1985. Wrestling with 'context' in inter-language theory. Applied Linguistics. 6.2: 190-204.

Selinker, L and D. Douglas. In Press. Comparing 'episodes' in discourse domains in LSP and interlanguage studies. In: A. M.

Cornu (ed). Proceedings of the Fifth European Symposium on LSP: Leuven, 1985.

Selinker, L. and S. Gass. 1984. Workbook in Second Language Acquisition. Newbury House.

Swain, M. 1985. Communicative competence: some roles of comprehensible input and comprehensible output in its development. In: S. Gass and C. Madden (eds). Input in Second Language Acquisition. Newbury House. 235-253.

Swales, J. 1985. Episodes in ESP. Pergamon.

Trimble, L.P. 1985. English for Science and Technology: A Discourse Approach. Cambridge University Press.

Wenden, A.L. 1985. Learner strategies. TESOL Newsletter, 19.5: 1 and 4-7.

Widdowson, H.G. 1981. English for Specific Purposes: Criteria for Course Design. In: L. Selinker, E. Tarone and V. Hanzeli (eds). English for Academic and Technical Purposes: Studies in Honor of Louis Trimble. Newbury House. 1-14.

Widdowson, H.G. 1983. Learning Purpose and Language Use. Oxford University Press.

2. TEACHING AND LEARNING MATERIALS

Negotiating the ELTS Obstacle

Peter Foster, SELTI

ABSTRACT

This short article examines the rationale and principles underlying the design of materials intended to help learners pass the ELTS test battery, as well as to develop the skills they will need for courses in further and higher education outside Sudan, part cularly in Britain.

The NOTS (Nominees for Overseas Training Scholarships) course is one of the most important activities organised by the ESP department at SELTI. The course is run twice yearly at present, and is designed to prepare participants for the demands of courses in further or higher education outside Sudan. Many of them plan to attend courses

at institutions in Britain, but some will go to other countries where they will receive tuition in English, particularly to Holland.

The aim of the NOTS course is not simply to provide participants with the linguistic skills required for successful completion of their studies, but also to prepare them for the various cultural differences they will encounter within and beyond their educational institutions. To this end, the course includes components dealing with the practical aspects of coping with a lengthy stay in an unfamiliar society; the increased responsibility that the student will be required to accept for his or her learning, after previous educational experience in Sudan which is likely to have been predominantly teacher-directed; the skills needed for note-making, academic writing, selective reading and so on.

In spite of this preparation, many NOTS course participants are prevented from putting into practice the skills they have learned, when they fail to clear the first (and possibly greatest) hurdle in their path - the British Council/Cambridge ELTS test battery. This article is not intended to be an analysis of the strengths and weaknesses of a test which is undoubtedly necessary. However, one or two points are worth noting here.

Firstly, the format of the test answer-sheets is usually completely new to Sudanese candidates. Even for those who have carefully read the introductory literature, these sheets, with their 'join-up-the-dots' answering technique, can be confusing. Secondly, and more importantly, although the test is designed to select from a variety of skills which the candidate may need during his or her course, it is debatable whether this course will involve selecting correct information from a range of distractors, while it is highly unlikely that the candidate will ever again need the skill involved in relating information from a relentless, disembodied voice to similar (but differently-expressed) information in printed form. At the same time, the skills involved in self-assessment, problem-solving, discussion and analysis, etc. are, at best, only touched upon by the interviewer. For these reasons, it was decided to introduce an Examination Techniques component into the NOTS course starting in January 1986. The primary aim of the component is to analyse the problems associated with tests in general and to develop the specific skills which the candidates will need in order to overcome them, since without such skills, the rest of the NOTS course is rendered pointless. An immediate objection to this aim may be raised: if we simply teach people how to pass the test, they will not necessarily be able to cope with the linguistic and other demands of their courses. Although more than a few of those who fail ELTS probably could manage their courses adequately, the materials used on the Examination Techniques component have been designed not only to develop the skills needed to pass tests, but to include some of those needed in a learner-centred educational environment, in addition to more general communicative skills.

The principles underlying the design of the materials reflect the points made above:

1. each unit attempts to help participants analyse and solve a specific problem related to tests of English;
2. the problem-solving is the responsibility of the participants;
3. the problems are authentic, and do not have one specific solution, already known to the teacher;
4. participants will necessarily be involved in communication and negotiation (in English), in order to reach a solution;
5. participants will be able to test and evaluate the solutions they have formulated.

In addition to these principles, it is intended that the processes involved in reaching solutions to the specific problems addressed should help to develop participants' communicative competence (principle 4). The value of the process-based activities used has been strongly advocated by Breen & Candlin (1980), amongst others, while the arguments for a communal approach to the learning process are set out in Breen(1985). The individualised learning skills developed by participants in these highly-specific conditions will (hopefully!) be transferable to the more general fields of their particular areas of study, and beyond. As Rogers (1969) has pointed out, we live at a time when the speed of change has necessitated the development of the ability to "learn how to learn" rather than merely to learn facts: "... a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education in the modern world." (p 104).

An example of the type of material used on the Examination Techniques component is given below:

SUDAN NATIONAL CENTRE FOR LANGUAGES (SELTI)

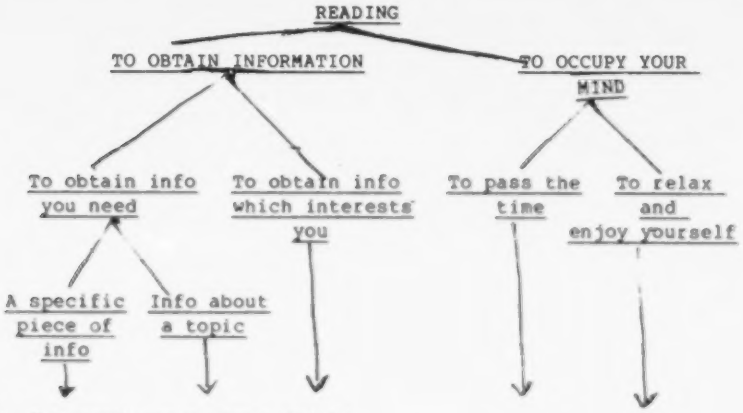
EXAMINATION TECHNIQUES : Unit 1 : Reading Comprehension

a) In groups of 3 or 4, decide WHEN and WHY you would read each of the following things:

A dictionary	A textbook
An encyclopaedia	A magazine
A novel	A letter from a friend
An airline timetable	An instruction manual for a refrigerator
A newspaper	A recipe for ice-cream
A telephone directory	A catalogue
An advertisement on a wall	A letter from your college or university
A book of logarithmic tables	

b) Now look at the diagram below. Again in your group, decide under which of the arrows you would place each of the things

from the list above. Would you want to place any of the things under more than one arrow? Would you want to have any extra arrows?


READING
TO OBTAIN INFORMATION
TO OCCUPY YOUR MIND
To obtain info you need
To obtain info which interests you
To pass the time
To relax and enjoy yourself
A specific piece of info
Info about a topic

c) Now read the passage below:

CHANGE AT THE POLY

The origin of the present problem dates back to June 1984, when 59 officials and workers tampered with public money in the Institute by forging a seal and issuing cash travel allowances which were not actually to be used for that purpose. The matter was discovered by the administration and the wrongdoers, who confessed, were punished by administrative measures according to the recommendations of the auditor-general. Thereupon 12 people - three of whom were trade-unionists - were dismissed, some others demoted, and the public money (LS 15,765) returned. Four trade unions at the Institute - the workers; officials; instructors and technicians; and administrators (university graduates) - then jointly submitted a memorandum.

"We submitted several memoranda asking the administration to discuss our demand, but the administration consistently refused to talk to us, and does not recognise trade unionism," claimed Abdalla Mohamed Nur, the head of the workers trade union.
(From SUDANOW, November 1985)

Now answer this question:

How many of the people dismissed were trade unionists?

ANSWER: _____ people.

- Did you have to read the passage again, to find the answer to the question? (BE HONEST....)

- Why did you read the passage the FIRST time?

ANSWER: _____

- Why did you read the passage the SECOND time? (If you read it twice...)

ANSWER: _____

- Did you read it in the same way both times? If not, what was the difference between your first and second readings?

ANSWER: _____

- Did it take you the same amount of time to read the passage both times?

ANSWER: _____

d) Working in your group of 3 or 4 people again, decide on the answers to these questions:

i) Would you say that people always read in the same way?

ii) If your answer to question i) is YES, can you describe HOW you always read?

_____

_____

iii) If your answer to question i) is NO, can you think of some different ways of reading, and say WHY you read differently, with examples.

e) Again in your group, decide on answers to these questions:

i) When you read a comprehension passage in a language test, what is your purpose?

_____

_____

ii) Are there any problems which you ONLY have when you do a reading comprehension test?

_____

_____

iii) Keeping your answers to ei) and eii) in mind, what is the best way to organise your reading, when you are doing a reading comprehension test?

_____

_____

f) Now test your answer to eiii), by reading the comprehension passage below, and answering the questions on it.

PLO Shooting

Anti-American feelings currently run very high among Palestinians following the bombing by Israel of the PLO headquarters in Tunis last month and the American reaction to the hijacking of the Italian cruise ship Achille Lauro. Thus when on Friday the 25th of last month an American pulled up in his car near the PLO headquarters in Riyadh he narrowly escaped death.

According to the Palestinian guards at the PLO office, an American with a walki-talkie had parked his car in front of their office for about 45 minutes and when approached he attempted to flee. They report that they were 'forced' to shoot his tyres. The PLO added that their office had for two consecutive days come under close surveillance by unidentified foreigners riding in cars with diplomatic plates.

The director of the PLO office later accused the United States of attempting to drive a wedge between his organization and the Sudanese people.
(From SUDANOW, November 1985)

1) Why was anti-American feeling particularly high at the time this passage was written?

_____

_____

2) What were the guards 'forced' to do? Why?

_____

_____

3) Which of the following do you think upset the guards?

A. The man had a car.
B. The car had diplomatic plates.
C. The man had a walkie-talkie.
D. The man had attempted to drive a wedge between the PLO and the Sudanese people.

4) Why should this upset them?

_____

_____

Following Unit 1, there are further units on reading comprehension, listening comprehension, selecting information relevant to a particular purpose and organisation of writing. The oral part of language testing is covered by the communication element in each unit, as well as the rest of the NOTS course. Later units progress in difficulty, both in terms of the language required and the problems tackled. In this first unit, learners' reactions are controlled to some extent by the content and sequence of questions asked. Later units ask fewer questions, encouraging participants to ask their own.

The materials have the advantage of being simple to reproduce and to use, for with SELTI's limited resources we are obliged to rely heavily on a human rather than a technological approach! Although the materials are still at an experimental stage, and improvements and additions are already under way as a result of learners' reactions, they have so far been well-received by course participants. In a questionnaire-based survey of 15 of these, the Examination Techniques component was ranked 3rd (of 8) for perceived usefulness, and 1st for enjoyment. It has yet to be demonstrated whether it will actually lead to an increased scoring rate in tests of English.

References

Breen, MP & Candlin, CN. (1980). "The Essentials of a Communicative Curriculum in Language Teaching" in Applied Linguistics, 1(2), 89-112.

Breen, MP. (1985). "The Social Context for Language Learning - a

Neglected Situation?" in Studies in Second Language Acquisition, June 1985.

Rogers, CR. (1969). "Freedom to Learn" CE Merrill, Columbus Ohio.

3. REVIEWS

a) Swales, John
Episodes in ESP, Pergamon, 1985, pp 217

In his introduction to this collection of articles and extracts from textbooks by various authors on the theory and practice of ESP, John Swales makes the point that 'ESP - like many other recently developed areas of social and educational science - has been subject to marked and perhaps exaggerated changes in fashion. A source-book like Episodes, with its emphasis on the emergence of longer-term trends, can perhaps show that beneath the clash and controversy of debate, there is more agreement about the appropriate principles and practices for carrying out ESP work than appears on the surface.

One aim of the book under review, then, is to point the way towards a consensus view of what constitute appropriate principles for ESP course design and classroom practice. It is Swales' contention that (a) it is possible to discern a line of historical development in ESP thinking, and (b) we are now in a position to assign each of these ways of thinking about ESP its proper place within a widened framework, large parts of which, however, remain to be filled out in detail. His approach is thus historical, but with a view to the future.

The book takes the form of a series of articles and extracts from textbooks, or 'episodes', each of which illustrates a particular approach to ESP theory or practice. They range in time from 1962 to 1981, with developments after 1981 summarized in a Postscript. Each Episode is introduced by a section in which the aims of the author are summarized against the background of the concrete situation in which the work was conceived, taking account of the then current views of scientific text or language pedagogy, and also of the various constraints of a concrete teaching situation in the case of those articles more directly concerned with materials designed to meet local objectives. Following each Episode is a list of related readings and sections to actively engage the reader, requiring him to explore the practical implications for materials design of the paper under consideration, and also to evaluate the contribution in terms of its declared aims and the wider aims of the ESP enterprise. This aspect of the book makes it eminently suitable as a text to be used for the training of what Swales refers to as 'ESP practitioners'. At the same time, the critical approach engendered serves to put the reader on guard against applying

ready-made solutions - an important point - since as Swales points out : 'there are rarely global solutions to local problems'.

Swales' belief in the need to take account of local conditions - the human and social aspects as well as the more commonly discussed linguistic and educational variables - runs parallel to his strong commitment to research into all aspects of the situation that are relevant. As the collection demonstrates, however, 'pure' research has focused on the textual variable (represented here by the contributions of Barber and Tarone). This is not necessarily a criticism since most ESP practitioners are primarily teachers and materials-writers and are less concerned with describing individual variables of the teaching-learning situation per se than with devising solutions to practical problems. Most of us are inclined to see research as a personal concern only in the first stage in the development of an ESP programme, i.e. 'initial data-collection', while in the crucial stages of 'course design' and 'implementation' we are guided by instinct and by a certain set of beliefs, not always clearly formulated, about the nature of language and learning (the stages cited derive from Mc Donough, 1984). It may thus be useful to categorize the contributions to the volume in terms of the differing approaches to language and learning they embody.

To employ the distinctions of Mc Donough, it is possible to take a structural, a functional or an interactional view of language. The structural view focuses on grammatical form, the functional view on the ways in which linguistic form maps on to meaning, both semantic and pragmatic, and the interactional view on the wider communication context, the overall parameters of the communicative event and the aims of the participants.

The earliest contributions, those of Barber (1962) and Herbert (1965) exemplify the then fashionable structural view of language. Herbert's work, while concerned with the structure of statements on technical English, categorizes these statements not only in terms of the grammatical structures they exemplify, but also often in terms of functional or notional categories such as 'explanations of cause' or 'problems, difficulties and solutions'. This foreshadows the later more systematic work on notions and functions by writers such as Wilkins (1975), which revolutionized thinking about syllabus-design in mainstream EFL. Perhaps because of the closer relation with concrete reality outside the classroom, and perhaps also because of an awareness of the need to produce something different from EFL as then taught in schools, ESP practictioners in various parts of the world had already begun to produce materials based on communicative principles long before co-workers in EFL caught on to these. Higgins (1967) describes a report-writing exercise based on the activity, carried out in class, of comparing differing brands of matches and tabulating the results. The same author expresses the view that the language teacher has a role to play in helping students to think straight about their subject. In

order to do this, it is clearly necessary to move away from the use of materials based on drill and practice, and towards materials which involve problem-solving or inferencing. This view of ESP lays equal or greater stress on the process of learning as distinct from the linguistic product. Again to use Mc Donough's terms, the inspiration is a certain view of learning, based on a cognitive approach, in contrast to a behaviourist approach.

Most of the best work in materials and course design in ESP has been guided by a twin concern for language (particularly in relation to meaning) and learning processes (the cognitive approach). Thus, Swales (1971) attempted to bring together an account of scientific language in structural terms with the uses to which this language is put, such as describing how things work, and in the exercises sought to make the reader think about the meaningfulness of the sentences or short texts he was being asked to construct. Similarly, the materials produced by Ewer and Hughes-Davies (1971-2) for the listening component of their course at the University of Chile laid stress on the performance of tasks (drawing of diagrams, arrangement of objects, solution of simple or logical problems) based on progressively more complicated sets of oral instructions, and also on the making of deductions from the sentences presented. Here we have a clear illustration of the application of an inter-actional language and a cognitive approach to learning. Information transfer exercises, exemplified here for instance in the work of Phillips and Shettlesworth (1978), Drobnic (1978) and Fanning (1978) are an invaluable way of promoting language use in a self-sufficient framework, and also involve some investment of cognitive resources on the part of the student. Care needs to be taken, however, to ensure that the student is not so involved in the cognitive aspects of the task that little attention can be spared for the kind of language being used. Best results can be expected when both linguistic and psychological processing aspects are taken into account in the design of materials.

Some authors, represented here by Phillips and Shettlesworth, have advocated the use of 'authentic' materials. There is a danger with this approach that with too little control over the linguistic input students will be swamped, and a heavy responsibility rests with the teacher to either focus attention on relevant linguistic features of the text, or to devise tasks that are within (though not too well within) the students' compass given the anticipated difficulties of a linguistic nature. Where the input is tightly structured, on the other hand, the materials designer needs to build in tasks which are intrinsically interesting if exercises are to be properly meaningful, i.e. involve students in the solution of problems which to the student appear as genuine problems or which involve some statement of personal meanings. I think the 'Nucleus' series, represented here by an extract from Nucleus General Science (Bates and Dudley-Evans, 1976), suffers from the weakness that the exercises generate insufficient interest in the content as distinct

from 'notions' in a linguistic sense that the materials are based upon. A similar over-concentration on 'functions' in connection with texts is too limiting unless the student is required to exercise these functions independently in ways that depend on the creation not only of textual meaning but of meaning in terms of a realistic task. The exercises in the 'Focus' series, the background to which is described in the article by Allen and Widdowson (1974), are too text-bound and as a rule fail to meet the authors' criterion of 'exercises which we hope will require the same kind of thinking that science students would naturally be engaged in as part of their specialist studies'.

The position of Widdowson, at least as it is revealed in his earlier writings, is instructive in that it reveals the weakness of any approach to ESP that is too narrowly based. If an approach acquires the semblance of a theoretical justification, then there is a risk that it will set a fashion that over time comes to be accepted as the conventional wisdom. This is especially likely to happen when the theory seems to reduce a complex problem to one of manageable proportions, and is even more likely when the theory receives eloquent and persuasive advocacy from its main proponent. Thus the 'Focus' series continues to serve as a model for much ESP materials-design, the primacy of text is implicitly accepted, and there is much confusion over what constitute 'language-skills' and 'study-skills'.

If a text-based approach (supplemented of course by exercises involving information-transfer, and on the methodological side by 'information-gap' type activities, etc.) is inadequate, then where does one look? The answer proposed by Swales in the section entitled "Prospect" is that we must look beyond the text and consider the whole 'text-environment'. This entails examining the roles of the participants in the real-life situation in which the language is likely to be used. In different professions, there are differing conventions governing forms of communication, and even within the relatively circumscribed area of English for Academic Purposes, there may be little uniformity in the kinds of skills involving language that are required of practitioners in different disciplines, or of practitioners at different levels within one discipline. The latter takes on importance in an ESP context whenever one has to teach groups of students of widely varying levels of technical expertise within the same general subject area. It is relevant, too, in view of the differing expectations regarding what practitioners at one level, say first-year undergraduate, are supposed to be able to do with English-meduim material ; it is not only a matter of the English that students can be expected to cope with but of the very approach to learning the subject that may vary between cultures. The ESP practitioner must be aware of these differences in approach, according to Swales, and adapt his materials to the reality of the whole text-environment. If, for instance, the environment puts a premium on uncritical learning of a

text, then the ESP course should emphasize reading to retain information.

An obvious response would be that viewing ESP in this light is tantamount to accepting a subservient role for the English teacher -- we observe the status quo and confine ourselves to the range of activities that are actually required of our students when functioning in their real-life roles. But of course this still begs some questions. Are the real-life roles the ones the student finds it necessary to enact at the present or at some future time, or are they only a repertory of potential roles, some of which will in all likelihood not be needed in a strict sense? Again, are the activities tangible ones, like 'outlining' (title of a contribution by Herbolich), or are they meant to tap psychological processes that of necessity operate beneath the surface of consciousness (e.g. training students to carry out mental computations in a foreign language, either as a separate timed task or as one running concurrently with processing an aurally-presented text)?

While one may criticize a text-environment approach as being not specific enough, in another sense it is too specific to be practically applicable in all or most ESP teaching situations. It is an unfortunate fact of life that materials writing is done in most cases by people, ourselves, who have at best a hazy grasp of the subject specialism of those we teach. There is a need, not often adequately met, for close co-operation between the ESP specialist and the subject specialist. Team-teaching, of the kind described by Johns and Dudley-Evans, is an unattainable ideal in most situations. Given that this is so, is there not an obligation for the ESP practitioner to create a surrogate environment valid in its own right, and which also incorporates the same presumptions and modes of thinking as the target environment?

This is indeed a vexed question. It strikes at the heart of the ESP enterprise, at the relationship between teacher and learner. Can it be assumed that the ESP teacher, even if he does not possess specialist subject-knowledge, at least understands the modes of thought and conventions of conduct of his students' discipline or sphere of activity? In a great many cases, the answer is clearly no. As Swales points out, much research of a cross-disciplinary nature - comprising sociolinguistics, methodology of science and scientific pedagogy in the case of English for Science - is necessary if the ESP practitioner is to gain an insiders' view of the discipline. Such a conception would inevitably lead ESP away from mainstream ELT.

An alternative view of what ESP should be about is presented by Hutchinson and Waters in 'ESP at the Crossroads'. In this contentious and widely influential paper, the authors argue against the use of texts in the target subject-area as models of the kind of discourse which the learner should be trained to comprehend and/or

produce. Instead, attention must be focused on what they call 'Underlying Competence', which is not only linguistic, but which involves using background knowledge and the ability to understand and use non-linguistic means of conveying information. Essentially, their approach seeks to integrate these three competences and build them to the point where the foreign student is in a similar position to the native non-technical lay person. To do this , it is neither necessary or desirable to work on texts of a technical nature - the background knowledge required and the kind of language used to express it should be normally accessible to the lay person. In this approach, there is no problem for the teacher with a non-specialist knowledge of the subject-area : he can be assumed to share the same kind of knowledge of general science and popular technology as his students.

The approach advocated by Hutchinson and Waters, in opposition to that adopted by Widdowson, puts the emphasis on communicating in ways that are integral to the carrying out of tasks involving the exchange and display of information on the non-specialist topic. Swales rightly endorses this approach when applied in certain situations (it was designed with the needs of overseas students in British Technical Colleges in mind), but casts doubt on its applicability in contexts where the ability to read and write highly specialized material is needed.

There are thus limitations in an approach based either on an insider's view of the subject discipline or line of activity or alternatively on the common ground shared by educated lay persons. A third approach, not explored in this volume, might consist in the creation of a semi-autonomous discipline, similar in many respects to Communication Studies. A recent book (Williams et al, 1984) proposes such a hybrid discipline, which would bring together teachers and researchers from L1 English and English as a Foreign Language backgrounds with common interests in the communication needs of people in specialized fields. While ESP would probably gain something in prestige from such an amalgamation, it would in practice still be necessary to meet the perceived needs of institutions and individuals, and these are often inflexible and uncomfortable to live with.

The overall message would seem to be that there is a need for research with a bearing on factors in the student's environment which affect how English is used in that environment. At the same time, ESP should not see itself purely in a service role. It should become a truly multidisciplinary enterprise, with a body of theory which is adequate to the creation of tailormade courses and to justify if necessary the form that these take to consumers, sponsors, and ESP practitioners themselves. While ESP must be sensitive at all times to the needs of individuals and groups in concrete situations, and most of our everyday work will involve attending to these needs as we find them, we as practitioners must

increasingly widen our interests and gain expertise by looking across at activities in related fields to our own.
The more limited, though still valid, aim of looking across the spectrum of ESP activity and thought, is well served by the present book. As a source-book it is a valuable introduction to the field, while as a training aid it could hardly be bettered. Ours is a trade on the way to becoming a profession, and all ESP practitioners should be grateful for a book like this which both casts a long look back and points the way ahead.

Ross Graham
ELSU, University of Khartoum

References

Mc Donough, J. ESP in Perspective, London, Collins, 1984.

Williams, R, J Swales & J Kirkman (Eds). Common Ground Shared Interests in ESP and Communication Studies (ELT Document 117) Pergamon, 1984.

b) Architecture and Building Construction

Cumming, James
Nucleus - English for Science and Technology
ISBN 0 582 74807 0
Student's Book, Teacher's Notes and Cassette
Longman, 1985

To say that Architecture and Building Construction is a new volume in the Nucleus series is to provide it immediately with respectable credentials : the Nucleus series has established a successful and long-running formula for the teaching of ESP and this is a welcome addition to other courses such as Biology, Engineering and Medicine.

The series as a whole is divided into two parts : the first part consists of a General Science Course which introduces general scientific terminology common to most branches of science and technology whilst the second part, which consists of a number of separate courses such as Architecture and Building Construction, uses similar terminology but appropriate to the specialist subject. For example, Unit 1 in the General Science Course deals with Shapes and Properties, whilst Unit 1 of Architecture and Building Construction deals with Basic Architectural forms, properties and uses of building materials and components. There is inevitably considerable overlap between the General Science Course and the

various subject courses and, although it is suggested that the former could be used as a preliminary course or even in parallel with the latter, I think the subject courses should be used on their own, if repetition and possibly tedium are to be avoided, provided, of course, students can cope with a heavy load of technical vocabulary and complex linguistic structures.

The aim of the Architecture and Building Construction course is "to develop in the student a competence in using English receptively and actively to enable him to extract information from written and oral texts and from visual forms of presentation, and to develop the student's ability to follow continuous arguments." This book is further said to serve both teacher and learner as a basis for a course in all four skills. The format used to achieve these rather ambitious targets is a total of 12 units covering Properties and Shapes, Location, Structure, Measurement, Process and Revision. Each unit, apart from those devoted to Revision, adopts the same scheme of 4 sections : Presentation, Development, Reading and Listening. The content of individual exercises is carefully thought out and there is a stimulating variety of activities. But, in relation to the teaching of the 4 skills, the integration of the exercises does not seem to have received sufficient attention and one is led to suspect that the material to hand has often dictated the choice of exercise without due consideration to what the student needs in terms of the development of a particular language skill. On the other hand, it is pleasing to find so many diagrams, charts, graphs and pictures being used in the exercises. Because of limited space, some of the diagrams seem cramped, as on page 97 where the detail is not clear. There is also a constant effort to encourage students and teachers to relate the material to their own experience and situation.

The types of exercises most commonly used are True and False statements in which the false statements have to be re-written in a correct form, short passages in which gaps have to be filled with the correct information, the making of true sentences from mixed halves of sentences and the labelling of diagrams from information given. I am, however, personally rather doubtful of the efficacy of such exercises as the following (p. 6):-

Make sentences about four other properties from this table :

Steel		good sound insulation.
Stone	has the	good thermal insulation.
Glass	property	high compressive strength.
Wool	of	high tensile strength.
Brick		

This means	it can resist high compressive forces. it can resist high tensil forces. it does not transmit heat easily. it does not transmit sound easily.

They may have a value as a check on comprehension but, in my experience, they do not teach students to form such sentences for themselves. By contrast, there are a number of useful and stimulating exercises as, for example, exercise 1 in Unit 6, where students have to work out a sequence of events from a diagram and practise the appropriate language.

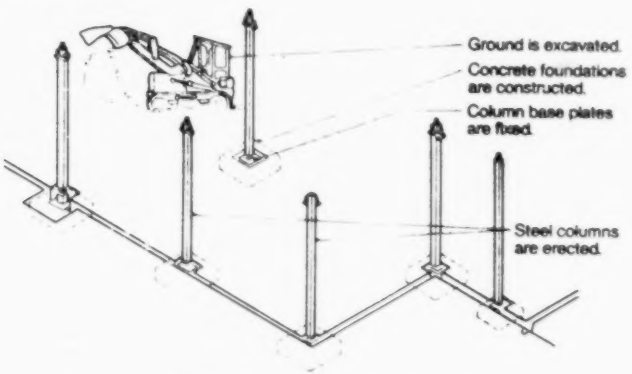
Unit 6 Process 2 Actions in Sequence

Section 1 Presentation

1. Look and read:

Assembly sequence of a prefabricated building
The sequence is divided into four stages or phases:

Phase 1



Event 1 *Initially* / *First*, the ground is excavated.

Event 2 *Then*, the concrete foundations are constructed.

Event 3 *Later* / *Subsequently*, the column base plates are fixed.

Event 4 *Finally*, the steel columns are erected.

Now look at the drawings of the next three stages and make statements about the sequence of events in phases 2, 3 and 4.

When I first read through the student's book, I did not have a copy of the Teacher's book. This proved a salutary experience, as I had some difficulty in doing a few of the exercises. It is, therefore, safe to assume that students need a sound basic knowledge of the language and familiarity with the concepts involved to be able to cope adequately. Although it is claimed that the course does not aim to teach important basic concepts in Architecture and Building Construction, it is clearly difficult, in practice, to separate the language from the concepts and, therefore, students who are not familiar with the concepts will not be free to concentrate on the problems that the language itself presents. Similarly, I feel sure that some teachers, particularly non-native teachers whose own experience of the subject area may be extremely limited, will have problems in teaching the material, in spite of the fact that the Teacher's Book gives a certain amount of essential background information, detailed answers to questions and general suggestions on how to exploit the material.

By trying to include all four skills in the space of 12 short units, it is inevitable that achievement will fall far short of the aims. A full reading course alone would require at least as much space. As it is the reading passages are short and, in some cases, are followed by only two or three brief exercises which deal with comprehension points and not the development of essential reading skills. Similarly, the listening passages which consist of eleven short recordings (Total time : 32 mins), offer little more than a change of activity, In the third listening passage a sudden attempt is made at note-taking. At the end of the exercise it is proposed that students should give a summary of the lecture from the notes they have taken. There is no systematic teaching of note-taking techniques. In my opinion, note-taking is a difficult skill which can only be properly tackled by students with a good knowledge on the language and then by gradual and systematic teaching.

The course is said to include a considerable amount of oral work. It is true that oral work is often suggested in conjunction with the listening exercises and opportunities for pair and group work and discussions are pointed out, but there is a lack of detailed guidance on how teachers should develop oral skills and there is little evidence of overall direction to the oral work suggested. With respect to writing skills, there are a variety of exercises from gap-filling and re-ordering sentences to make correct paragraphs, to using model paragraphs as a guide to the construction of similar paragraphs. Some of the exercises, however, seem to make heavy demands on students as, for example, in exercise 6, Unit 11, where students are asked to write a full report of an experiment for which instructions, a diagram of the apparatus and a table of results are given. All but the most able students would need considerable help with such an exercise and it is surprising that report writing is not regarded as a suitable objective for which a series of exercises could be designed to gradually prepare the

student for the difficult task of writing a full report on his own.

My comments here inevitably reflect the teaching situation with which I am familiar at present where language levels are low and teachers lack experience. Nevertheless, I feel that more attention could have been given to the systematic development of the respective skills. The strength of the Nucleus series, which is its thorough treatment of the technical concepts and use of language appropriate to the specialist subjects, seems to be achieved at the expense of teaching methodology. Perhaps a more flexible framework in future courses would allow a more careful concentration on the development of specific language skills where less could be attempted but more achieved. Nevertheless, Architecture and Building Construction will provide a useful source of interesting and appropriate teaching materials for my own particular overseas situation and no doubt it will provide a suitable basis for ESP courses elsewhere at a higher level.

Peter Bint
English Language Unit
Khartoum Polytechnic

4. SHORT NOTICES

a). Journals and Newsletters

i) We have received the second edition of the Journal of Language Studies from the University of Sana'a. This is an annual publication which is concerned with all branches of linguistics (including the application of linguistics to the study of literature) and language teaching. Articles for publication are invited and copies of the first edition are available on payment of 2 U.S. dollars.

ii) We are happy to announce that a new newsletter has been born in Zimbabwe University. SCAN (Southern and Central African Newsletter) is concerned with EAP (English for Academic Purposes) and is looking for contributions. For further information, please write to:

Dr. Kevin Mc Ginley
Department of Linguistics
P.O. Box MP 167
Harare
Zimbabwe

iii) A special issue of the ESP Journal is due to appear in 1987, edited by two well-known scholars : Larry Selinker and Dan Douglas. The topic of the special issue will be the relationship between interlanguage (IL) studies in second language acquisition (SLA) and language for specific purposes (LSP).

Interested readers are invited to submit papers for possible publication. For further information please contact:

either	or
Larry Selinker English Language Institute The University of Michigan Ann Arbor, MI 48109 U.S.A (313) 763-5892	Dan Douglas Dept of English Iowa State University Ames, Iowa 5001 U.S.A. (515) 294-9365

b) Conferences

i) We have received notification of the following LSP conferences:-

Aug. 3-7, 1987.	6th European Symposium on LSP Vaasa (Finland) Theme covers general LSP, including an important section on reading as a follow-up to the Eindhoven LSP conference on Reading for Professional Purposes in 1982. Contact Christer Lauren, Vaasa University, Dept. of Modern Languages, Raastuvankatu 31, 65100 Vaasa, Finland.
Aug. (first half)	2nd Eindhoven LSP Conference Theme covers LSP - 1988 Technical and Business Communication : research and applications. Contact Jan M. Ulijn, Eindhoven University of Technology, Dept. of Applied Linguistics, PO Box 512 5600 MB Eindhoven (NL).
Aug. (first half) 1989	7th European Symposium on LSP Budapest (Hungary). Theme covers Comprehension and Communication Contact Andras Szollosy, Technical University of Budapest, Erdokarilo ut 15. V11.21, Budapest 1157, Hungary.

ii)

October 9-11 1987	XIth University of Michigan Conference on Applied Linguistics : Variation in Second Language Acquistition.
	Contact Susan Gass, Dennis Preston, Larry Selinker at English Language Institute, The University of Michigan, Ann Arbor, Michigan 28109.

c) Courses

We have received information from the Director of INTEC (International Education Centre), college of St Mark and St John, about a new course leading to an M Ed in TESP (Teaching English for Specific Purposes). The course is a 12 month course and is to be validated by, and the M Ed degree itself awarded by, the University of Exeter. It is intended for teachers, lecturers, teacher-trainers, course designers, administrators and materials writers. For further information, please contact:

The Director
International Education Centre
College of St Mark and St John
Derriford Road, Plymouth
Devon PL6 8BH, England

Telephone: 0752 777188
Telex: 45189

d) ERIC Services

We have received the following information from ERIC clearinghouse on Languages and Linguistics which we would like to pass on to our readers:

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), operated by the Center for Applied Linguistics, is one of a nationwide network of the 16 clearinghouses, funded by the U.S. Department of Education, which constitute ERIC (Educational Resources Information Center). ERIC's objective is to make current developments in educational research, instructional methodology, and teacher/administrator training readily accessible to educators and members of related professions.

To do this, each clearinghouse acquires current educational materials within specific areas of study or for a specific educational level. These materials are announced in the monthly ERIC publication, *Resources in Education (RIE)*. Most can be read on microfiche at over 700 locations in the United States and abroad or obtained from the ERIC Document Reproduction Service. Each clearinghouse also monitors relevant professional journals for articles of potential interest to ERIC users. These articles are announced in the monthly ERIC publication, *Current Index to Journals in Education (CIJE)*.

Queries about ERIC/CLL's subject areas and services or about ERIC in general are always welcome. Write or call:

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9551

XIth University of Michigan Conference on Applied Linguistics

Variation in Second Language Acquisition

English Language Institute
Ann Arbor, Michigan

October 9,10,11, 1987

Conference Chairs:

Susan Gass
Dennis Preston
Larry Selinker

Invited Speakers:

Roger Andersen, UCLA
Leslie Beebe, Teachers' College, Columbia University
Claus Faerch, University of Copenhagen
Ralph Fasold, Georgetown University
Howard Giles, University of Wales
John J. Gumperz, University of California-Berkeley
Gabriele Kasper, Aarhus University
Lorraine Obler, CUNY Graduate Center
Elaine Tarone, University of Minnesota
Albert Valdman, Indiana University

Call for papers to be issued Fall, 1986

For further information please contact the conference chairs at:
English Language Institute
The University of Michigan
Ann Arbor, Michigan 48109
(313) 764-2413

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC®

DATE FILMED

JULY_16_1987